

**SCHOOL-BASED WELFARE AND TEACHER AFFECTIVE COMMITMENT IN
SECONDARY SCHOOLS IN KALIRO DISTRICT, UGANDA**

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DECLARATION

I Peter Wanzala declare that this study titled “School-Based Welfare and Teacher Affective Commitment in Secondary schools in Kaliro District, Uganda” is my work and has never been submitted for any award.

Signed

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APPROVAL

This dissertation titled “School-Based Welfare and Teacher Affective Commitment in Secondary Schools in Kaliro District, Uganda” has been written under our supervision.

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DEDICATION

I dedicate my dissertation work to my loving daddy Prophet David for the special encouragement and inspiration given to me throughout this journey of pursuing the Master of Education in Policy, Planning and Management Degree.

ACKNOWLEDGEMENT

Writing an academic dissertation is a long journey, and is not possible without the grace and mighty hand of the Almighty God. So, I thank the Almighty God, for the protection, life and opportunity given to me to pursue my career goal.

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TABLE OF CONTENTS

TITLE	i
DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	8
1.3 Purpose of the Study.....	8
1.4 Objectives of the Study	9
1.5 Research Hypotheses.....	9
1.6 Significance of the Study.....	9
1.8 Scope of the Study.....	10
1.9 Operation Definition of Key Terms.....	12
1.10 Conceptual Framework.....	13
CHAPTER TWO: LITERATURE REVIEW	15
2.0 Introduction.....	15
2.1 Theoretical Review	15
2.2 Review of Related Literature	20
CHAPTER THREE: METHODOLOGY	31
3.0 Introduction.....	32
3.1 Research Design.....	32
3.2 Study Population	33
3.3 Sample Size and Selection.....	33
3.4 Sampling Techniques	34
3.6 Instruments of Data Collection	35
3.7 Research Procedure	35
3.8 Data Quality Control	35
3.9 Data Analysis	39
3.10 Ethical Considerations.....	39
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	39
4.0 Introduction.....	41
4.1 Background Characteristics of Respondents (Descriptive Statistics).....	42
4.2 Descriptive Statistics on Teacher Affective Commitment (TAC).....	43
4.3 Descriptive Statistics on School-based Welfare.....	46
4.4 Correlation Matrix of the Study.....	50
4.5 Model for Prediction TAC According School-based Welfare.....	55
CHAPTER FIVE: DISCUSIONS, CONCLUSIONS AND RECOMMENDATIONS	57

5.0 Introduction.....	58
5.1 Discussions.....	58
5.2 Limitations of the Study.....	66
5.3 Conclusions.....	67
5.4 Recommendations.....	67
5.5 Contributions of the Study.....	68
5.6 Areas for Further Research.....	68
REFERENCES.....	67
APPENDICES.....	76
Appendix A Questionnaire for Secondary school Teachers.....	a
Appendix B Informed Consent Form.....	d
Appendix C Table for Determining Sample Size from a Given Population	e
Appendix D Introductory Letters and Authorization.....	g

LIST OF TABLES

Table 3.1 Number of government aided secondary schools in Kaliro.....	32
Table 3.2 Population and samples of the study.....	33
Table 3.3 Table of Z-scores.....	33
Table 3.4 Validity coefficients on variables in the instrument.....	34
Table 3.5 Calculation of Content Validity Index (CVI).....	36
Table 3.6 Reliability coefficients (Cronbach's Alpha) for the Questionnaire.....	38
Table 4.1 Background characteristics of the study	41
Table 4.2 Descriptive statistics of respondents on TAC	43
Table 4.3.1 Descriptive statistics of respondents on EWB.....	45
Table 4.3.2 Descriptive statistics of respondents on RWB	46
Table 4.3.3 Descriptive Statistics of respondents on FWB	48
Table 4.4 Correlation matrix of IV and DV	50
Table 4.5 Multiple regression model of prediction of DV by IV	56

LIST OF FIGURES

Figure 1.1 Conceptual framework.....	13
Figure 1.2 Hypothetical mind map.....	14
Figure 4.1 Normality and linearity test for EWB.....	52
Figure 4.2 Normality and linearity test for RWB	53
Figure 4.3 Normality and linearity test for FWB	54
Figure 4.4 Normality and Linearity test for TAC	55

ABBREVIATIONS

DEO. District Education Officer

EWB. Economic Welfare Benefits

FWB. Facilitative Welfare Benefits

MoES. Ministry of Education and Sports

NTP. National Teachers' Policy

RWB. Recreational Welfare Benefits

SAQ. Self-Administered Questionnaire

SPSS. Statistical Package for Social Sciences

TAC. Teacher Affective Commitment

TIF-Uganda. Teacher Incentive Framework for Uganda

TSST. Table for Small Sample Technique

ABSTRACT

The study sought to investigate the relationship between School-based welfare benefits; (economic, recreational and facilitative welfare benefits) and Teacher Affective Commitment (TAC). The study involved 202 respondents (teachers) from 8 selected secondary schools in Kaliro district, Uganda. Data were collected using Self-Administered Questionnaire (SAQ). Data were analyzed using percentages and means for descriptive analysis. Whilst, Pearson linear correlation analysis was used to establish the relationship between School-based welfare benefits and Teacher Affective Commitment. The results showed that economic welfare benefits substantially and positively related to teacher emotional commitment ($r=0.340$, $\rho=0.000<0.05$). While recreational and facilitative welfare benefits were not ($r=0.15$, $\rho=0.062>0.05$, $r=0.21$, $\rho=0.706>0.05$) respectively. Therefore, economic welfare benefits is still a significant positive probable prerequisite for teacher affective commitment while both recreational welfare benefits and facilitative welfare benefits are insignificant antecedents of teacher affective commitment in secondary schools in Uganda. School managers and education policymakers should prioritize strengthening economic welfare benefits for teachers through offering competitive allowances, timely incentives and professional development. Additionally, secondary schools should reevaluate and enhance recreational and facilitative welfare benefits for teachers to create a supportive school environment. Regular assessments of welfare programs, collaboration with teachers and further research would also contribute to improving teacher affective commitment in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study investigated the relationship between school-based welfare and teacher affective commitment in Secondary Schools in Kaliro District, Uganda. This chapter included the background of the study (by examining the historical, theoretical, conceptual and contextual perspectives), statement of the problem, study purpose, specific study objectives, study hypotheses, justification of the study, scope of the study, significance of the study and conceptual framework of the study.

1.1 Background of the study

This section was presented in four perspectives involving; historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical perspective. Over times, the three dimensional approach has been the leading approach to the study of organizational commitment (affective, continuance and normative) developed by Meyer and Allen (1984-1997). This approach originated from the two dimensional approach (attitudinal and behavioral) by Sheldon (1971). In the modern context, affective commitment can be studied as a single construct (Zachary, 2015).

Affective commitment has been investigated over the past five decades and results reveal that it is a historical and theoretical base for organizational theories reasonably a core essence of organizational commitment that tends to influence workers' behavior than normative and continuance forms of commitment (Meyer et al., 2002). Several studies by different scholars around the world measured and reviewed the literature through meta-analysis using different

approaches in measuring the variables of affective commitment such as desire to stay at the organization, willingness to put in high efforts, belief in the value of the organization and job satisfaction results found that workers who show lack of positive attitude towards the organization in the first week of employment, were more likely to leave the organization (Meyer et al., 2002; Mowday, 1982; Porter et al., 1976).

In addition, the study by Mowday et al. (1979), using 2563 respondent employees from various fields such as telephone companies, scientists, public sectors, university, hospital, banks, engineers, automobile companies, psychiatric technicians and retail management trainees, the results found the low levels of affective commitment to an organization predicts employee turnover, absenteeism and tenure. Therefore, highly committed employees are desirous of remaining in the organization and working towards the organizational goals and should hence, more or less likely to leave the organization (Zachary, 2015). Mowday et al. (1982), continues to stress that higher levels of affective commitment have lower connections with absenteeism and turnover rates. While Meyer et al. (2002) indicated that affective commitment tends to reduce workers' stress by diminishing the feelings of burnouts and emotional exhaustion.

Besides all that, it has been well documented by several scholars through meta-analysis that the primary determinates of affective commitment are the demographical variables, personal differences, worker experiences and investments (Mathieu & Zajac, 1990; Meyer et al., 2002). Furthermore, the most strongly correlated factor of affective commitment by early scholars is worker experience variable (human resource practices) that are grounded in the organizational management theories (Maslow's hierarchy of human needs) such as social networking,

monitoring, socialization, recognition and motivation, training, mentoring and development (Zachary, 2015). So, the main question to managers of institutions is “How does the organizations strategically plan for and facilitate an emotional bond between the employee and the organization?”. And for the researcher the question is “What are the antecedents and causes of high levels of affective commitment?”. Therefore, new antecedents in the modern environment like welfare benefits, social media, technology, leisure should be researched and practitioners should relook into building affective commitment as both a business and talent management strategy by focusing on practices that can enhance emotional bond to the organization (Sheldon, 1971; Zachary, 2015). Thus, this study aimed at answering this empirical gap.

In Africa, children are described as the “Learning Poor”, meaning that African children are unable to read and understand a simple text at the end of basic levels of education. This labeling tends to lower the dignity of the African child (Sinyolo, 2021). The fourth goal of Sustainable Development Goals (SDGs 4), aims at preparing young people for life skills and decent work through equipping them with necessary knowledge, values, ethics, capabilities and attitudes to meet present and future challenges. But this target is being affected by teachers’ unprofessional behaviors and negative attitudes towards teaching professional as being reflected through rampant absenteeism exaggerated at 45% in Sub-Saharan Africa including those teachers who actually come to school but absent in classrooms (UNICEF, 2021).

Additionally, African governments and school partners should address consequences of low levels of affective commitment by improving on teachers’ incentives and building safe and health working environment. The failure of these governments and their partners to meet teachers’ basic

needs such as transport and housing allowances, quality meals, medical care and safety, tend to lower teacher affective commitment (Sinyolo, 2021).

Here in Uganda, affective commitment is cited to be the most single school related factor that determines student achievement and teacher job performance (NTP., 2019). Uganda is mentioned among the countries with most stressed teachers in the Sub-Saharan Africa estimated at 57% including Chad, Togo, Ghana, Senegal among others (Gallup, 2023). So, the American Analytics and Advisory Company (AAAC,2023) made recommendations for such countries like Uganda to arrest the root causes of stress and absenteeism as potential consequences of low levels of affective commitment that impact the productivity and performance of public secondary schools.

In addition, Kyenkyia, Daily Monitor (13 May, 2023), indicated that, workplace pressure demand, unsafe working environment, low teacher welfare benefits, tend to lower the affective commitment of the teachers in job performance. While Lukwata (2023) says that low levels of affective commitment not only contribute to work stress, absenteeism, turnover or emotional exhaustion, but also can affect one's mental health. So, school managers and education policy makers should create favorable working environment by improving safety, welfare policies, staff leisure (through holding regular exercises). Therefore, it was due to this lamenting crisis that this study was set to examine the relationship between school-based welfare and teacher affective commitment a case of secondary schools in Kaliro district, Uganda.

1.1.2 Theoretical perspective. The focus of this study was underpinned on the Theory of Maslow's Hierarchy of Needs (1943). This theory explains employee satisfaction in terms of extrinsic and intrinsic motivational needs (Mowday et al., 1979). It is a relevant theory in addressing motivation

issues of workers mainly where they have challenges to affective commitment due to poor working conditions and irregular pay (TIF-Uganda, 2017). Abraham Maslow (1943), categorized human needs in five levels that move in a certain order (lowest to highest) namely; physiological needs, safety needs, love or belongingness, self-esteem and actualization needs. An employee with high commitment will be more motivated and satisfied with his job and eventually will have less interests in leaving the organization (Suryanto, 2016). Therefore, if an employee has not fulfilled the lower level (largely extrinsic) needs, then the higher level (mainly intrinsic) needs can't be realized which are essential in achieving organizational goals (Emile, 2021). In addition, this theory explains that once a worker is tired and hungry at work place will be pre-occupied with striving for basic needs for survival and livelihood and is unlikely to be involved in school professional development activities nor will gain recognition from the society hence, causing disastrous to education system of a country like Uganda (TIF-Uganda, 2017).

1.1.3 Conceptual Perspective. This study examined the relationship between school-based welfare (independent variable) and teacher affective commitment at work (dependent variable). The key words; (teacher, affective commitment and welfare) had the following meaning; teacher referred to an individual who successfully completed a course of training as approved by the Ministry of Education and Sports and entered on teachers' register in a country and helps to teach knowledge and skills to students through practice (NTP, 2019). Meyer and Allen (2001), defined commitment as the power that directs employee behavior by minimizing freedom and binding them to persist in a course of action even in time of conflicting motives and attitude (Kunyao, 2022). The Oxford Languages Dictionary, defined commitment as a state or quality of being dedicated to a noble cause or activity. And the Collins English Dictionary, defined commitment as something that regularly takes your time because of the agreement you made or responsibility you have. While

teacher commitment meant a strong desire of a teacher towards an activity that an individual loves and finds it more useful and in which one invests time and energy and reduces turnover of employees (Velma et al., 2018).

Affective commitment defined by many scholars such as Nkhukhu-Orlando et al. (2019), defined it as the commitment involving identification of employee values (needs) with institutional values (goals). Jaros et al. (1993) defined affective commitment as the degree to which an individual is psychologically attached to the employer by sense of loyalty, affection, warmth, belongingness, fondness and pleasure while Meyer and Allen (1991) defined affective commitment as workers' emotional attachment to identification and engagement in an institution. Therefore, affective commitment influences teacher job performance and willingness to perform more than what prescribed in the job contract (Nkhukhu-Orlando et al., 2019). The logic of selecting affective commitment in the context of this study was that, continuance commitment and normative commitment had weaker impact on employee behavior than affective commitment (Nkhukhu-Orlando et al., 2019). As regards to this study, teacher affective commitment focused on the devotion and dedication of teachers to lesson preparation, loyalty and passion in executing duties, willingness in taking extra duties, making sacrifices to school by being role model, accountable, honesty and being good time manager at workplace (Nkhukhu-Orlando et al., 2019).

The concept of welfare on the other hand, defined by Disha (2022), as a regular activity done by an employer over and above wages paid and contractual obligations made to improve the working and living conditions of employees. These incentives made aimed at raising the mental, physical, intellectual and moral wellbeing of employees in an organization (Disha, 2022). The promotion of teacher's wellbeing is a source of increasing teachers' efforts, satisfaction that tends to raise their

productivity due to motivation and happiness earned (Udoagwu, 2022). Thus, in the context of this study, staff welfare is defined as economic benefits (involving extra duty allowance, transport allowance and financial support in social events), recreational benefits (including reading rooms, computer facilities, libraries and guidance and counselling) and facilitative benefits (such as medical care, meals, housing and safety) at work place (Naluwemba et al., 2016).

1.1.4 Contextual Perspective. The study was carried out in the 8 selected Secondary Schools in Kaliro district found in Eastern part of Uganda. The district has 202 secondary teachers on government payroll distributed in 9 government aided schools (EMIS-Kaliro, 2022). According to the World Bank report, indicates that absenteeism is a potential antecedent of low levels of teacher affective commitment in public secondary schools (WB, 2023). The recent Service Delivery Indicators report (2024) conducted in Uganda, revealed that 47.7% of the teachers in public secondary schools were found not actively teaching at a given time leading to the government expenditure loses estimated at 1.5 trillion due to teacher's absenteeism, turnover, emotional exhaustion, stress and burnouts (Namatovu, 2024). This ineffective teaching has compromised with the quality of education and reduced productivity of public schools.

However, the Education Report Kaliro District (2020) highlights the consequences of poor affective commitment of teachers in secondary schools such as absenteeism, stress, inadequate lesson preparation, negligence of duty, attrition. So, instead of blaming the teachers, education policy makers and school managers should reevaluate the school policies, to enhance teacher affective commitment (MoES, 2020). Therefore, this study was conducted to find out the potential determinants of teacher affective commitment in secondary schools because in Kaliro there has never been a research conducted to address this empirical question.

1.2 Statement of the Problem

The raising of teacher affective commitment in teaching, leads to productive gains in the school performance and teacher professional development (NTP, 2019). Emotional commitment of teachers depends on the effectiveness and efficiency of the school (Akyeampong et al., 2018). In modern sense, affective commitment is used as both a business and a talent management strategy to ensure emotional bond of the teachers to their schools (Zachary, 2015).

However, the government of Uganda has built more new classroom blocks, laboratories, libraries, raised teachers' salaries and reduced teacher to students' teaching ratio from 1:55 to 1:43 in 2013, all that done to improve on the education sector (secondary department) in the district (Kaliro Education, MoES, 2020). Despite all the potential contributions of the government made in striving to improve the institutional environment of the secondary schools, the teachers in these schools are still characterized by high rate of absenteeism, lateness, stress, lack of dedication, dissatisfaction, emotional exhaustion and negligence of duty leading to teaching below standards and poor school products (Kaliro Education Report, 2022/2023). This risky miss-conduct and negative attitudes of teachers predict lower levels of affective commitment (Zachary, 2015). Therefore, it was due to this backdrop that this quantitative study was set to "Examine the relationship between school-based welfare and teacher affective commitment in secondary schools in Kaliro district, Uganda".

1.3 Purpose of the Study

The purpose of this study was to examine the relationship between School-based welfare and Teacher Affective Commitment in secondary schools in Kaliro district, Uganda.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

1. To examine the relationship between economic benefits and teacher affective commitment.
2. To establish the relationship between recreational benefits and teacher affective commitment.
3. To find out the relationship between facilitative benefits and teacher affective commitment.

1.5 Research Hypotheses

H₀₁. There is no significant relationship between economic benefits and teacher affective commitment.

H₀₂. There is no significant relationship between recreational benefits and teacher affective commitment.

H₀₃. There is no significant relationship between facilitative benefits and teacher affective commitment.

1.6 Significance of the Study

The study findings might contribute new innovative ideas to policymakers, institutional staff and future researchers in the following ways: To policymakers such as government organs and school board of governors may need the key issues highlighted in the study findings, to design welfare benefits aimed at enhancing teacher affective commitment at their workplaces. And to institutional administrators, may use the findings of this study to build a strong positive culture which respects needs and motivation of their teachers in trying to improve students' performance. While to the body of knowledge called researchers, might use the study findings to bind their investigations through citation manner while exploring the related topics to this study.

1.7 Justification of the study

The international education agencies are mainly focused on primary education neglecting secondary education in a way to increase teachers' quality that may affect the implementation and achievement of the Uganda Vision 2040 (Mugizi, 2018). Research scholars such during (2016), Kunyao (2022), Mbaabu (2013), Nkhukhu-orlando et al. (2019) studied employees' welfare and organizational commitment at wider perspective, an empirical gap exists in the earlier literature about factors influence emotional commitment of employees at workplaces. Though, Evans et al. (2018), mentioned teachers' severe worries causing high attrition of teachers including housing, transport, medical charges, daily expenses and lower pay scales. In addition, Kaliro District Education Department (2022) mentioned low levels of teachers' commitment as the cause for the decline in teaching and learning outcomes of secondary schools in the district. School-based welfare is taking an upper hand in the modern school management because it is one of the main elements of motivation which raise the emotional commitment of teachers, and as a result, will improve on learning achievement of their students (Naluwemba et al., 2016). Thus the researcher was inspired in developing his career as a policymaker in education to be able to design, analyze and implement appropriate strategies aimed at motivating and sustaining teacher affective commitment at workplaces.

1.8 Scope of the Study

The section presented the geographical, content, time scopes of the study.

1.8.1 Geographical Scope. Kaliro district is found in Eastern region of Uganda with five greater sub-counties. It was curved out of Kamuli district in 2006 with Kaliro town as its headquarters. Kaliro district is boarded by different districts like Iganga in South, Luuka in West, Namutumba in East and Buyende in the Northwest. Kaliro district headquarters are 40 kilometers by road from Iganga town the nearest large town (KDLG, 2022). This area of study was selected due to low

affective commitment in teachers that lead to huge variation in students' academic achievement in secondary schools in the district (KDLG-Education, 2021/2022).

1.8.2 Content Scope. This study investigated the relationship between school-based welfare and teacher affective commitment at work in secondary schools. Welfare was studied in form of economic benefits, recreational benefits and facilitative benefits (Naluwemba et al., 2016). Whereas teacher affective commitment was measured in terms of lesson preparation, punctuality, executing extra duties, passion and are and respect, being role model, accountability and honesty of teachers (Nkhukhu-Orlando et al., 2019).

1.8.3 Time Scope. According to Denis Mugimba the spokesperson in the Ministry of Education directives (Sept., 2021), instructed all authorities to stop all transfers of teachers to address the gaps associated by transfers of teachers. This study considered a period of 2 years (from 2022 to 2023). It enabled the researcher to explore and collect enough data from selected respondents without manipulating them.

1.9 Operation Definition of Key Terms

Affective Commitment; Psychological attachment to a school through feelings such as loyalty, passion, dedication, belongingness and taking extra duties (Jaros et al., 1993; Zachary, 2015).

Economic Benefits; Tangible benefits tend to enhance teachers' creativity to solve problems and achieve the self-fulfillment (ideal self) such as transport allowance and extra duty allowance (Lalam, 2023).

Recreational Benefits; Psychological benefits maximizes socialization and belongingness among teachers such as sports activities, entertainment, computer facilities and reading rooms (Aksoy et al., 2017).

Facilitative Benefits; The teachers' basic needs including physiological and safety needs such as meals, housing, medical care and safety (Namatovu, 2024).

1.10 Conceptual Framework

Figure 1.1

Conceptual framework showed the relationship between School-based welfare and teachers' affective commitment.

Independent Variable (IV)

Welfare

Economic benefits

- Transport allowance
- Extra duty allowance

Recreational benefits

- Reading rooms
- Computer facilities
- Sports activities
- Entertainment

Facilitative benefits

- Meals
- Housing
- Medical care
- Safety

Dependent variable (DV)

Teacher affective commitment

- Passion
- Dedication
- Execution of extra duties
- Loyalty
- Belongingness



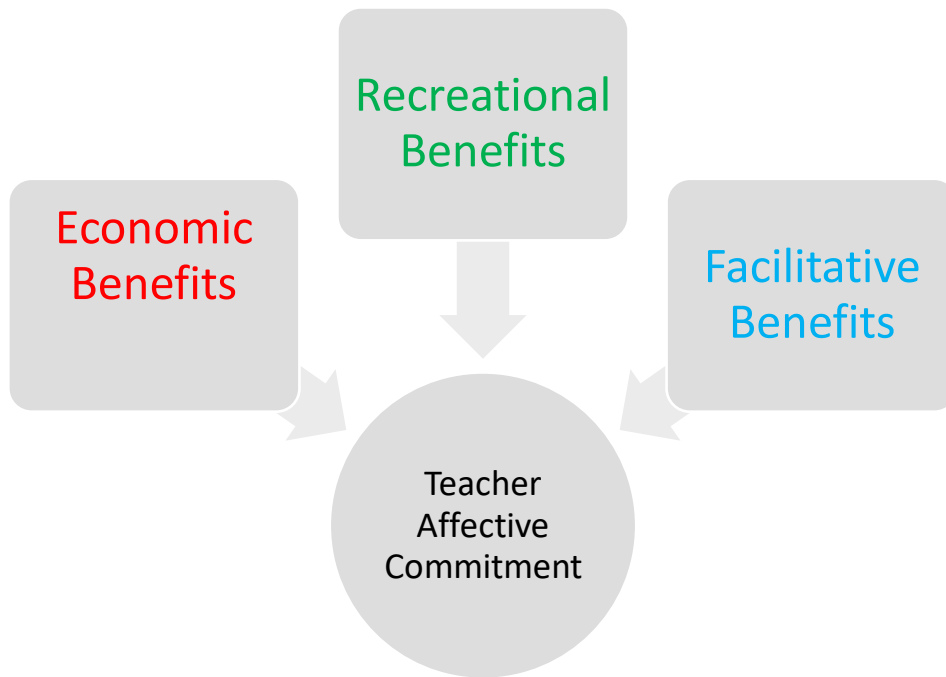
Source: Adapted and modified from the work of; Lukwago (2016); Kigenyi (2017) and Mabey, (1999).

The conceptual framework above show the connection between school-based welfare and teacher affective commitment. The welfare was set as the independent variable (IV) while teacher affective commitment was the dependent variable (DV) measured in forms of willingness to execute extra duties, passion, dedication, loyalty, high belongingness to the schools.

Hypothetical relationship between school-based welfare and teacher affective commitment was explained as follows:

Figure 1.2

Hypothetical mind map of the study variables.



The mind map shows that provision of competitive and timely economic benefits in terms of extra duty, transport allowance and other financial incentives including social event support of marriage and death function influence teacher affective commitment in return. If schools offer teachers with quality and enough recreational facilities for example computers, sports and entertainment activities enhance high levels of emotional commitment. Furthermore, if schools provide their teachers with enough and quality facilitative benefits including meals, safety, medical care and accommodation, teachers will ably access their basic needs and this would increase their affective commitment in performing their duties.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented literature related to the study objectives of the study. It included the theoretical review and the related literature.

2.1 Theoretical Review

This study was explored through the theoretical lens of Abraham Maslow's Theory of Hierarchy of Needs (1943) in his paper titled "A Theory of Human Motivation" which was published in the Psychological Review Journal indicated that human needs are in five categories move in hierarchical order from bottom to top level of satisfaction (Akinyetun, 2017). This theory explains that affective commitment and productivity of teachers can be guaranteed, achieved and sustained if both the employers (school administrators) and employees (teachers) understand better their role in satisfaction of their needs (individual and organizational needs) (Akinyetun, 2017). Suryanto (2016), stressed that committed employee is ever loyal and concerned about the future status of his institution as a sign of love and attachment to the organization while Coffman and Gonzalez (2002), point out three kinds of employees namely; engaged (committed), not engaged (not committed) and disengaged (not willing to commit), this implies that when teachers are engaged at work their desire to continue working for the organization increases whereas teachers who are not engaged at work their strong desire to continue working for the organization declines despite the better incentives put in place by the organization (Suryanto, 2016). Therefore, school administrators should fully engage their teachers to raise their commitment at work places.

However, Abraham Maslow (1943) categorized the Human needs as follows:

- a. Physiological needs represented basic requirements of teachers such as meals, housing, medical care.
- b. Safety needs represented security and protection of teachers both at work and home premises.
- c. Love or belongingness represented social activities enable teachers socialize and work as a team.
- d. Self-esteem represented teachers' rewards as a sign of respect for their efforts and achievements.
- e. Self-actualization represented recognition and appreciation given to teacher achievements and accomplishment at work.

Maslow (1943) initially classified the human needs into five levels of satisfaction and described as follow:

Physiological needs

According to Maslow (1943) cited in Alderfer (2009), physiological needs are animalistic in nature because when are not satisfied by a teacher, they tend to threaten their wellbeing and survival of that teacher. Teachers have expectations that their school managers would provide basic needs such as quality meals, medical care, transport and accommodation plus any other benefits that are connected to affective commitment of teachers (Okafor and Nwogu, 2021). Brown and Peterson (2010) stressed that employees would satisfy the physiological needs before emerging to higher needs.

Safety needs

Research literature showed that safety needs makes a teacher to feel free from any danger or harm, environmental risks and threats. Every worker needs to live and work in safe environment that has

enough protection and ensure good wellbeing of teachers in form of job security and personal privacy (Okafor & Nwogu, 2021).

Social needs (love)

According to the study literature by Egbo and Okeke (2009), social needs are the sense of being accepted for association, belongingness and socialization of workers. Maslow's hierarchy needs theory explained that school is a miniature environment where teachers come together and form a social affinity and bonds (Egbo & Okeke, 2009).

Esteem needs

Maslow (1943) categorized esteem needs as the fourth level of hierarchy of human needs that included self-work, task accomplishment and respect from worker-mates. This category involves esteem needs for oneself such as mastery, dignity, independent and goal achievements and secondary is the desire for respect such as status and prestige gained. At this stage a teacher is more credible by others (accepted and valued). Actually it is the reason why most people engage in the profession to gain recognition.

Self-actualization needs

Maslow (1943) categorized it as the highest level of satisfaction of experiences in hierarchy of needs. It involves the realization of person's potential ability to become everything he or she can. Maslow (1943), initially did not agree that everyone can achieve the true self-actualization due to the difficulty and obstacles involve in achieving and sustaining these needs.

According to Maslow's Hierarchy of Needs Theory, explained that the need to satisfy the basic survival requirements of teachers is generally precondition in order such a teacher to be highly motivated and committed (TIF, 2017). In the context of this study the lower levels mainly extrinsic

represented the facilitative benefits (meals, housing, medical care and safety) of teachers. While on the other hand, the high levels majorly intrinsic represented both recreational benefits (entertainment, sports, reading rooms and computer facilities) and economic benefits (allowances and bonuses) (Namatovu, 2024). Administrators of schools should start with providing good working conditions for teachers such as meals, housing, medical care and safety (security and protection) as basis for meeting needs of teachers at high level (Akinyetun, 2017). Secondary teachers should be encouraged to socialize freely with their group-mates through sports, entertainment events and reading activities which eventually raise their affective commitment and productivity in job performance. Lastly, school heads should reward their teachers basing of the achievement and accomplishment of their tasks in form of allowances and bonuses to encourage them to compete as they struggle for receiving the best, hence, raising their affective commitment and productivity at workplace (Akinyetun, 2017; Sinyolo, 2021)).

In addition Maslow (1987) cited in Okafor Nwogu (2021) categorized the needs into two categories namely; deficit needs (lower needs) and growth needs (higher needs). Deficit needs tend to go away if teachers develop the desires for the next set of needs despite the level of satisfaction. In this study context, the teachers could emerge to satisfy the recreational and economic needs ranked in higher level though he or she did not satisfy the facilitative needs at lower level because the needs in the higher level depend on personal creativity and intelligence in work performance not lack of something (Okafor & Nwogu, 2021; Morrow, 2011).

The researcher had assumptions over whether or not lower and higher needs motivate teacher affective commitment in secondary schools in Kaliro district. For example, the research study by

Chika and Chidiebele (2012) argued that when managers satisfy the lower needs (physiological, safety and social needs), ceases their commitment and motivation due to the desire for the next set of satisfaction at higher level (self-esteem and self-actualization).

Justification of the Maslow's Theory of Hierarchy of Human Needs in Relation to the Study

Maslow's theory of Human Needs considered problem solving, creativity and achievement as the ideal self of human needs. Secondly, it categories the five levels of human needs into three subsections namely; basic needs, psychological needs and self-fulfillment. Thirdly, the hierarchical order highlights the obstacles that may hinder teachers to achieve their true self-actualization. Therefore, Maslow's theory of human needs is simple to understand because it recognizes human nature.

For example, this theory explains that looking for enough money to provide quality basic needs such as food, medical care, accommodation, transport and safety is the teachers' first priorities before seeking for higher needs like association or togetherness and recognition with friends and families.

However, this theory informs school managers and education policy makers to enhance the teacher affective commitment in their hierarchical order; starting with facilitative benefits (basic needs), followed by recreational benefits (social activities) and lastly end with economic welfare benefits (recognitions, rewards, and promotions). The self-actualization level is not necessary to fulfill by everyone compared to basic needs such as physiological needs and safety needs.

2.2 Review of Related Literature

The study hypothesized that there is no positive significant relationship between school-based welfare and teacher affective commitment in secondary schools. Naluwemba et al. (2016), described welfare as both statutory and non-statutory services (economic, recreational and facilitative benefits), designed to direct and motivate human resource in completion of quality work. Whilst teacher commitment meant lesson preparation, punctuality, care and respect, passion, honesty, accountability and execution extra duties to achieve the set goals and productivity as a result of their commitment (Lukwago, 2016). Chukwunye and Amgbale (2010), examined staff welfare and organizational productivity using local government workers in Nigeria, the study revealed that staff welfare was absolutely abandoned causing low commitment and thus, leading to poor job performance. Staff welfare is very essential in raising teacher affective commitment at work places.

2.2.1 Economic benefits and teacher affective commitment

Venkata and Lokanadha (2015) defined economic benefits as better conditions for workers in form of wellbeing over their salaries or wages. The teacher economic welfare benefits involve allowances and social event support (Clelie, 2022). Udoagwu (2022), showed that if a teacher works hard to achieve institutional goals and are rewarded in return, their levels of motivation will depend on degree of valence (value) whether the reward is highly valued or not. This meant that teachers need to be motivated, satisfied, encouraged and supported to learn and commit themselves to apply the new knowledge as they practice the new skills acquired (Fekedde, 2015). In addition, teacher affective commitment can only be attained if their needs are aligned and closely connected with their efforts, institutional goals and rewards (Udoagwu, 2022). Within this context, the

economic welfare benefits included transport allowance, extra duty allowance and support benefits on social events.

Armstrong (2001) argued that monetary benefits are the most powerful force of employees' freedom from stress, worry and fear. Therefore, when teachers are paid with fair monetary rewards in form of cash such as transport allowances, housing allowances and medical allowances, their basic needs such as food, accommodation, medical care become accessible hence, improving their levels of commitment. Armstrong (2009) also noted that schools should provide the incentives that are in line with teacher professional competences and skill acquisition and must be expressed in form of sick pay, insurance, company cars, and other fringe benefits in cash form that are in relation to affective commitment. While Maslow cited in Griffin (2004), mentioned that monetary benefits in terms of cash allowances had the upper hand in increasing teacher affective commitment since teachers would be able to cater for their basic requirements.

Nimurungi (2014) stressed that economic benefits have the strongest energizing force that raise affective of teachers in schools. Financial allowances on accommodation, meals, medical care and transport enhance teacher affective commitment at schools. On the other hand, Kamuhunda (1976) pointed out that lack of school fringe benefits cause low social teacher status and low teacher commitment across all school levels. Kasaija cited in Nimurungi (2014) on the effects of monetary and non-monetary benefits on motivation among teachers in secondary schools in Masindi and Hoima districts, Uganda, the study results found that in 1970s, teachers economic benefits remained very low in schools. This caused a serious problem of teacher shortage in a country

because many teachers had withdrawn from teaching service and it made even the students in ‘A’ to fear to go and train as teachers.

Evans (2018), started that low levels of socio-economic conditions such as inadequate facilities, low social status, mental health, morale and stress of work reduce teacher affective commitment and motivation. The study by Zachary (2015) revealed that citizenship behaviors such as extra role allowance have positive effect on teachers’ affective commitment in schools. Research study by Abdeljalil and Syed (2014) in Libya indicated that current working conditions failed to satisfy the basic needs in this unbalanced economy yet the government accuses the teachers of low commitment, absenteeism, laziness, negligence and low levels of efficiency and effectiveness. The Libyan government urged that teachers’ affective commitment should not base on salary structure increase and better working conditions in schools (Abdeljalil & Syed, 2014). While the study findings by (Bou-Rowaq, 2009) stated that teacher commitment to both profession and schools depend on better incentives provided by the school managers.

Motshegwa (2011) focused on comparative analysis off teachers’ perception of equity, pay satisfactions, affective commitment and intention to turnover in Botswana results revealed insignificant correlations between teacher affective commitment and turnover. Suderejat and Rouaniah (2021) their study on professional allowance towards teacher affective commitment with a sample of 130 respondents, results revealed that teacher professional allowance was able to increase the teacher affective commitment in Junior high schools in Tangerang Regency Indonesia.

The study by (Sema & Huseyin, 2018), findings revealed apposite significant low level of correlation between social support and affective commitment of teachers (3%). Teachers receive help from their family members and friends and receive least help from their managers of school. Alderfer (2009) in his study discovered that provision of extra duty allowances tend to improve teacher affective commitment by utilizing the money received to pay for basic needs like food, medical care, transport and accommodation. Scholars such as Raja's (2017) in India, discovered that when teachers have a positive perception that the school values and cares about their welfare, those teachers become affectively committed in job performance. Tadesse (2019) in Ethiopia, also found that secondary schools with clear welfare schedules encourage their teachers to continue being accountable of task accomplishment and highly committed.

Kemigyereko (2018) in his study about rewards and the effectiveness of school teacher in Ugandan secondary schools, the results identified that salary and school-based allowances were the major important predictors for teacher affective commitment and job productivity. Kigenyi and Kakuru (2016) their research on impact of staff meals and teacher job performance in Bugisu sub-region, Uganda, findings showed that provision of quality meals for staff promoted the affective commitment of teachers in those schools.

Khawaja et al. (2022) focused on the impact of social support on teachers work, engagement and organizational commitment at secondary schools in Pakistan with total sample of 1354 respondents, findings revealed a significant relationship between social support and teacher affective commitment.

Employee job performance based on economic welfare benefits (for example; extra duty allowance), increases the affective commitment, motivation and productivity of teachers (Mwesije, 2015). The study findings about teachers' allowances and performance in Pakistan, showed positive correlation and the effect was significant on teacher affective commitment as an outcome of the allowances on rent, leaves, transport (Awan & Asghar, 2014).

Naluwemba et al. (2016) argued that, teachers' recognition includes monetary and non-monetary benefits that encourage personal and team build up behavior in achieving the goals of an institution. When school administrators provide statutory benefits to meet their teacher expectations and motivations, it will have positive influence on their behavior and experience to look for new innovations to improve on their commitment at work as well as high productivity in school at large (Sinyolo, 2021). Therefore, raised teacher affective commitment in schools, heads reduces on teacher dissatisfaction at work places. According to the literature by researches such as Abdullah and Wan (2013), Park and Sturman (2016), Wasui and Adebajo (2014) and Zikanga et al. (2021), revealed that low remunerations in schools reduce teacher affective commitment. This meant that if the basic pay of a teacher is low and there is lack of allowances and bonuses, teacher attrition will automatically increase resulting into absenteeism, lateness and turnover (Zikanga et al., 2021).

2.2.2 Recreational benefits and teacher affective commitment

Scholar's literature on workplace recreation, indicated that physical fitness programs improve on work quality, job performance, productivity, morale and affective commitment of employees and entertainment programs raise group commitment, team performance and productivity (Mbaabu, 2013). Therefore, recreational benefits influence teacher affective commitment and wellbeing of teachers. Study findings on the employee job satisfaction and quality of life on total sample of

282 where 148 of whom participate in recreational activities while 134 respondents of whom do not, carried out in Public institutions and organizations in the City of Vezirkopru in Turkey, correlation was higher on individuals participate in recreational activities ($p < 0.05$), than those do not (Aksoy et al., 2017). Within in this context, recreational benefits are the strongest areas of activities done after official duties and tasks such as reading, participating in sports, library and computer research which reduce physical, mental and social stresses of daily work life (Lukwata, 2023).

The research literature done by Western Australia (2013) on the effects of recreational programs on employees' commitment, the results discovered that, the recreational activities focused on social aspects had high significant positive relationships with workers' affective commitment at workplaces. The study findings unveiled that, if teachers participate regularly in sports activities, they reduce on the high risks of acquiring various diseases due to improved health status hence enhancing their commitment. Farmer and Seers (2004) in their study about the influence of workplace entertainment and workers' motivation, based on the social entertainment model of Mc Garth and Kelly (1980), results discovered that the social nature of work like group interactions and friendships affected greatly personal and school outcomes. This was supported by findings by Shujat (2014) on the effects of recreational and entertainment activities on teachers' job satisfaction, found that recreational and entertainment activities bring a productive change in job satisfaction and hence, increase the commitment of teachers in schools. Ackland (2014) also identified that recreational programs like employee fitness, had a positive improvement in the health of workers including sports activities, Quality meals that reduce stress at workplaces.

The study by Aldana (2005) about the financial benefits and employees' wellbeing in Washoe county school district, the findings, found that, there is significant reduction in absenteeism among workers' who engaged in wellness benefits. On the other hand, Varatharaj and Vasantha (2012) conducted an empirical study on women who participated in recreational activities had lower level of stress and higher emotional intelligence attachment to an institution than those who did not. Study literature by Varatharaj and vasantha confirmed that recreational benefits promote workers' mental health through lowering work stress. Mokaya and Gitari (2012) noted that recreational benefits like entertainment increase affective commitment of teachers in schools. Entertainment activities allow teachers to relax, feel great and use the moment to understand better their duty roles as professional teachers.

The study done by Gi-cheol and Gurvitch (2020), on teachers' wellness influences teachers' performance and learners' outcome on a sample of 64 teachers from Georgia State USA, the results indicated that sports activity programs are effective in enhancing teachers' friendship and controlling levels of teachers' stress and fostering teachers' motivation towards work $F(1, 30) = 5.16, p=0.031, n=0.147$ (Gi-cheol & Gurvitch, 2020). While the research results on the impact on workplace recreational facilities on employees performance at Kurasini policy college in Tanzania, on a sample of 50 respondents, showed that recreational facilities increased affective commitment of teachers because happy "workers are productive" (Mkisi, 2019). Therefore, worker productivity is higher in organizations with more satisfied employees (Mkisi, 2019). Zachary (2015) and Solinger (2008) both reported that affective commitment correlates with widest ranges of behavioral variables like teamwork building, sharing, engaging in extra hours. This imply that school recreational activities are essential in increasing teacher affective commitment in schools.

The study done in technical schools in Pakistan, the findings discovered that, psychological support, encouraged sharing, listening to colleagues all improve teacher affective commitment and instructional skills (Dash & Vohra, 2019). Additionally, the study finding by Boddy (2008) discovered that recreation activities increase employee affective commitment at workplace.

Mkisi (2019), stressed that school heads should establish a fun, challenging and empowered work environment where individuals are made to associate, and use their creativity to discover new innovations and do meaningful leisure, and this is likely to be a more certain form to promote motivation, affective commitment and productivity in workers. Thus, managers should create avenues for recreational benefits at work places to promote teacher skills and prepare them for current and future challenging assignment. While Lacanienta (2016) discussed the rational of offering organizational recreation activities including attracting best employees, encouraging employees to work for long hours, for appreciation and retention purposes. Therefore, teachers have to be encouraged and supported in participating in recreational activities to boost their affective commitment at work.

2.2.3 Facilitative benefits and teacher affective commitment

Akinmoladun and Oluwoye (2007), on teachers' meals and their commitment, showed that meal is ranked as the most essential human need. Their study reviewed school feeding policies back to nineteenth century where French Paris guards established funds for providing food to the hungry learners with lunch in schools and the program later spread all over the World and adapted by other nations like Japan, United States of America among others. Other scholars' results indicated that provision of school breakfast, lunch and evening tea, does not only address employees' physical

health but also help them to have more time to attend to the learners and lesson preparation (Nankya, 2011). Research results on provision of medical services and teachers' commitment (Aleem & Khan, 2015), showed that health services are now a determinant for the employees' mental and physical health that affect their work as instructors.

However, school administrators are providing only those staff welfare strategies which are direct bearing on activity completion and examination oriented, punctuality and co-curricular activities (Naluwemba et al., 2016). Nevertheless, the results continue to indicate that teachers welfare is still inadequate to cause remarkable teacher affective commitment in schools ($r = 0.00376$). Zachary (2015), conclusively noted that teachers' welfare will continue to yield positive influence if teachers are highly committed to work and administrators support their needs. While Aksoy et al (2017), stated that work distance travels and housing affect workers' morale and motivation. High costs of transport contribute to teachers' absenteeism and lateness in schools (Bannell & Akeamong (2007). Thus, teachers value the rewards attached to their commitment, job performance and productivity at work, hence, raised job satisfaction among teachers will result into high levels of commitment, low absenteeism, low turnovers, good participation in extra duties and relationship behaviors with colleagues and students in schools. Mugizi et al. (2015), Ma et al. (2016), their literature revealed that security fears leads to several negative consequences including dissatisfactions and high turnover due to lose of faith in organizational dependability. Therefore, provision of good safety to teachers increase their affective commitment at school. The research literature of Abdeljailil and Syed (2014) on the factors that lead to affective commitment in secondary schools, showed that school health and affective commitment are connected, hence teacher efficacy and school commitment strengthen

each other. This study findings conclusively pointed out that schools are losing quality, competent and committed teachers due to job dissatisfaction because government teachers are contented with their challenging working conditions such as inadequate facilities, lack of respect from the community, inadequate equipment and supplies, big class size and transfer of service (Abdeljalil & Syed, 2014). According to this finding, job satisfaction is a major antecedent of teacher affective commitment and retention (Abdeljalil & Syed, 2014; Meyer et al., 2002; Mowday et al., 1979). Waston (2002) stated that provision of on-school accommodation and promotions increase teacher affective commitment in secondary schools.

The scientific literature by Akison (2003) based on evaluation of devolution of education welfare services to secondary schools in India, the results found that teachers need transport allowance, on-school accommodation, quality meals and recreational activities for them to be affectively committed at work. Then the study by Cascio (2006) pointed out that the provision of fair treatment to teachers at workplaces by the school managers, increase and improve teacher affective commitment and self-esteem. Whilst, the study finding by Bamusananire (2007); Dale (2006) and Jepkemol (2014) found that safety, happiness, social status and extra allowances for teachers lead to high affective commitment of teachers in schools across all levels.

Nimurungi (2014) focused on reward practices and teacher affective commitment in Mbarara city, Uganda, the study results showed a positive moderate significant relationship between bonus and allowances and teacher affective commitment. This imply that schools should provide better incentives to boost the morale and raising teacher affective commitment. The scientific study on social organizational health and teacher commitment, the results indicated that there is a positive significant correlation between school health and teacher affective commitment (Kwok & Yin,

2010). While the study findings by Ali and Naeimeh (2015) revealed that school health and its aspects such as integrity, consideration, resource support, morale and academic emphasis correlated with teacher affective commitment to teaching profession.

Desta (2014) studied teacher job satisfaction and affective commitment in secondary schools in Ethiopia, the study findings showed that working conditions are conducive when managers of the schools provide safe and healthy environment for teachers. In addition, Boddy (2008) also asserted that the provision of safety, financial support through organizing social events such as marriage functions, funeral functions among others have a positive link with teacher affective commitment at workplaces.

2.2.4 Literature summary and gaps

The research literature reviewed in this study context, agree that teacher affective commitment could be explained by the management theory of motivation called Maslow Hierarchy of Needs (MHN) (1943), in relation to teachers' school-based welfare. The theory explained affective commitment of teachers as both a business and talent strategy. This made important implications to both school managers and researchers. On the other hand, school-based welfare was identified to be the most powerful energizing force of teacher affective commitment in schools across all education levels expressed in forms of monetary and non-monetary benefits. By exploring this topic of study, the researcher discovered that the hierarchy of needs as initially made by Abraham Maslow (1943), is not "rigid". Implied that a teacher could emerge to next set of needs in the higher level though he or she did not satisfy the lower needs 100 percent.

Furthermore, little empirical research had been done in the context of school-based welfare and affective commitment of teachers in secondary schools. Mostly, the reviewed literature in this study, focused on employees' welfare (rewards) and organizational commitment which were handled at a wider perceptive and used mixed approach. Additionally, the reviewed literature were done outside Uganda. Therefore, it was due to this empirical gap that this study was conducted.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter consisted of the methods that were used in conducting this study, the research design of the study, the study population, sample size and selection, sampling techniques, data collection instruments, research procedure, data quality control, data analysis and ethical consideration.

3.1 Research Design

This study was quantitative in nature. Creswell (2014) defined quantitative approach as a research approach involves collection of data that can be measured numerically and subjected to statistical treatment in order to test the study hypotheses and theories. This quantitative study examined relationship between school-based welfare and teacher affective commitment in secondary schools in Kaliro District.

Quantitative approach is more scientific, cost effective and relatively quick to use in data collection involving larger sample size at given time and less time consuming during data analysis when using Statistical Package for Social Sciences (SPSS) (Busayo,2022). Therefore, this design was selected because it is objective (less bias) where respondents give their precise responses using the close-ended questionnaires. However, its higher reliability and accuracy of the tools used in this approach, allow the research to generalize the results more widely and predicts the future findings because the results are valid and credible enough among the influential practitioners such as policy makers, administrators and future researchers (Creswell,2014).

The study adapted a cross-sectional survey design as a strategy of acquiring data from samples of individuals by their precise responses used to identify the relationship between specific variables of the study (Bhandari, 2022). The survey design enabled the researcher to use questionnaires to measure the respondents' ideas about the problem of the study through utilizing the statistical

methods. Also enabled the researcher to employ in simple random technique in selecting the population samples which made the researcher independent in collecting data (Creswell, 2014).

3.2 Study Population

The number of government secondary schools in Kaliro district increased from 6 secondary schools in 2013 to 9 secondary schools in 2022. These schools were selected according to sub-counties namely, Kaliro Town Council has 2 schools, Namugongo sub-county has 1 school, Bumanya has 1, Budomero has 1, Bukamba sub-county has 1 school, Nawaikoke Town Council has 1, Gadumire sub-county has 1 and Namwiwa sub-county has 1 secondary school. The target population of study was 202 government teachers basing on average of 20 teachers from each school. This targeted population provided useful data on the topic of the study.

Table 3.1

Numbers of Teachers in Government Aided Schools in Kaliro District.

Schools	A	B	C	D	E	F	G	H	I	Total
Teachers	13	22	21	18	19	39	20	17	33	202

Source: DEO- Kaliro Kamaga, (2023).

3.3 Sample Size and Selection

The sample for questionnaire survey was 180 teachers determined using the Table for Small Sample Technique (TSST) developed by Krejcie and Morgan (1970) (see Appendix D).

Table 3.2

Population and Sample for the study.

Category	Target Population	Sample Population	Sampling Technique
Teachers	202	180	Simple random

Source: EMIS-Kaliro (2022).

The sample size of this study was also determined by the table of Z-scores for the most common confidence levels below:

Table 3.3

Table of Z-scores

Confidence level (%)	Z-scores
80	1.28
83	1.34
85	1.44
95	1.65
99	2.58

Source: Kibuacha (2021)

From the table above the research considered 83% as the confidence level with standard Deviation of 1.7 and confidence interval (margin error) of $\pm 17\%$. Then the researcher calculated the sample size of the study by substituting the values in the formula below:

$$\frac{(Z - \text{score of confidence level})^2 \times SD^2}{(\text{Margin error})^2} = \frac{1.34^2 \times 1.7^2}{0.17^2} = \frac{1.7956 \times 2.89}{0.0289} = \frac{5.189284}{0.0289} = 179.56$$

180

3.4 Sampling Techniques

The study adapted simple random method in selecting 180 teachers. Each teacher selected by chance from the sampling frame list of teachers' names (Bhandari, 2022). This technique enabled the researcher to select the study sample without bias and gave equal chance to each individual to be selected.

This technique is valued and versatile in collecting data and making inferences about the population due to larger number of sample size which impact the quality of the data and does not limit the number of sample size to be created (Fleetwood, 2022). Therefore, the researcher adapted this technique because does not need any technical Knowledge to use it and reduces bias compared to other sampling techniques.

3.5 Data Collection Methods

The study employed questionnaire survey method to gather primary information from teachers. It was preferred due to nature of the study variables which could not be directly analyzed, hence, requiring respondents' precise views (Kasule et al., 2022).

3.6 Instruments of Data Collection

Information from respondents collected using Self-Administered Questionnaire (SAQ). A questionnaire is a list of questions related to the study objectives and hypotheses that are answered by the selected samples of the study (Bhandari, 2022). The questionnaire consisted of three sections namely; section A (involved factual questions about the respondent such as; gender, age, education level and responsibility hold), section B and C had opinion and attitude questions on DV (teacher affective commitment as operationalized) and IV (included economic needs, social needs and facilitative).

3.7 Research Procedure

Before collecting data, the researcher obtained an official letter from the Directorate of Research and Graduate Training, Kyambogo University granting the researcher permission to go and collect data after the research proposal has been examined and found to satisfy research ethics and standards. Then the researcher presented the introductory letter to the district local authorities in the Education sector and finally presented the copies of the letter to the selected heads of secondary school where data were to be collected.

3.8 Data Quality Control

The researcher employed in appropriate instruments of collecting data through testing their validity and reliability levels in order to ensure quality and credibility of data.

3.8.1 Validity of data collection instruments.

Bhandari (2022), defined validity as appropriateness of the research instrument. The researcher used three research experts who worked as inter rate judges. One professor from School of Law Makerere University and two PhD holding lecturers from School of Education Kampala University tested the face credibility and construct validity. Each judge provided his judgment basing on a two-point rating scale of 1 (for relevant items) and 2 (for irrelevant items). Items rated irrelevant were eliminated and some were replaced with relevant ones. One sub topic in section A (background characteristics) was rephrased. Three items on Economic welfare benefits, four items on Recreational benefits were rephrased to suit the content basing on the study constructs. Five items on Teacher affective commitment were rephrased. All items of the research instrument were made basing on the variables and constructs in the conceptual framework.

The content validity index (CVI) of the research instrument was calculated by dividing the number of relevant items (42 items) denoted as 1 by total number of all items in the instrument. The results of each judge were recorded in the table below; the relevant items included items rated as very relevant and relevant items while the irrelevant items included items rated as irrelevant and items needed some corrections.

Table 3.4

Validity results for the inter-rater judges.

Categories	Judge 1	Judge 2	Judge 3	average
Relevant (1)	40	44	42	42
Irrelevant (2)	15	11	13	13
Total	55	55	55	55
CVI (×)	0.73	0.8	0.76	0.76

Source: primary data from research experts (2023).

Table 3.5

Calculation of CVI

Inter-rater Judge 1	CVI= 40/55 0.73
Inter-rater Judge 2	CVI= 44/55 0.8
Inter-rater Judge 3	CVI= 42/55 0.76
Overall / Average (×)	<u>0.73+0.8+0.76</u> 3 0.76

Source: *Inter-rater Judges*

The average CVI of the research instrument ($\times=0.76 > 0.70$) was computed by dividing the sum (CVI-1 + CVI-2 + CVI-3) by 3 which is acceptable as good (Bhandari, 2022).

3.8.2 Reliability of data collection tools.

Reliability is the consistency of the research instrument in measuring what it intends to measure (Bhandari, 2022). The internal consistency of the instrument items was measured by Cronbach's Alpha developed by Lee Cronbach (1951). Cronbach's Alpha is used as the reliability coefficient to show how well the items in the instrument are positively correlated to each other (Bhandari, 2022), hence, ensured quality control of the instrument measured at $\alpha=0.70$ and above as a benchmark. The reliability coefficients (α) were recorded in the table below after running reliability analysis to measure the interrelatedness and internal correlation between items of each

construct using Statistical Package for Social Sciences (SPSS) software. Then the overall Alpha coefficient (α) was generated as follow:

$$\frac{\alpha_1 + \alpha_2 + \alpha_3}{4} = \frac{0.77+0.76+0.73+0.79}{4} = \frac{3.08}{4} = 0.77$$

Table 3.6

Construct, number of items, source and reliability coefficients (α).

Variable	Construct	Number of items	Source	Alpha (α)
Welfare	Economic benefits	10	Naluwemba et al. (2016).	0.80
	Recreational benefits	9	Mkisi (2019)	0.76
	Facilitative benefits	9	2 Items (Nankya, 2011); 4 items (Aksoy et al., 2017) and 2 items (Mugizi et al., 2015).	0.73
Teacher affective commitment	Lesson preparation, extra duty, passion, loyalty, accountability, punctuality, dedication.	27	3 15 items (Lukwago, 2016); 5 items (Meyer et al., 2002) and 7 items (Mowday et al., 1982).	0.80
Average				0.77

Source: Primary data (2023).

The results from table 3.6 show that the highest Cronbach coefficient ($\alpha= 0.80$) is for teacher affective commitment, followed by economic benefits ($\alpha= 0.80$), then for recreational benefits ($\alpha=$

0.76) and lastly facilitative benefits ($\alpha = 0.73$). On average, the reliability coefficient of the research instrument was ($\alpha = 0.77 > 0.70$) which is acceptable as good (Bhandari, 2022).

3.9 Data Analysis

The researcher carried out data processing after collecting information from the sample population. Data processing of primary data included, numbering and creating a checklist for questionnaires, data cleaning or editing (detecting key errors by screening and manual checking), handling incomplete data (MCAR, MNAR, MAR), treatment of missing values, handling outliers or extreme values (Kasule et al., 2022). On the hand, data were analyzed using percentages from frequency tables, Pearson correlation coefficient used to test bivariate data of comparison and multiple regression analysis of prediction adapted to analyze multivariate data (Kasule et al., 2022).

3.10 Ethical Considerations

The researcher adhered to research ethics with concern throughout the study exercise. The research ethics involved; informed consent, anonymity, confidentiality, respect for privacy and balancing of risks and benefits and honesty in reporting of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study examined the relationship between the School-based welfare and Teacher Affective Commitment in secondary schools in Kaliro District, Uganda. Welfare was studied in form of economic benefits, recreational benefits and facilitative benefits. While teacher affective commitment was studied as a single construct. The study adapted a cross-sectional design with simple random sampling as the technique used in selecting 180 sample size from a target

population of 202 respondents. Data were collected using Self-Administered Questionnaire (SAQ). Out of 180 questionnaires given out by the researcher, 152 returned questionnaires met the completeness standards giving 84.4% as response rate which is acceptable as good (Mugizi et al., 2018). The sample size of the study was obtained basing on the number of secondary schools in each sub-county. Data were processed by developing checklist and numbering questionnaires before entering data in computer using Statistical Package for Social Sciences (SPSS). Data editing was done by removing outliers (errors) and incomplete questionnaires with above 15% incompleteness were dropt. Data analysis was done at three levels namely; univariate level based on percentages from frequency tables (descriptive statistics), normality and linearity tests were performed using histograms and lastly, correlation and regression model was used to determine the level of prediction of study variables.

4.1 Background characteristics of respondents (Descriptive statistics)

This section presented the background characteristics of respondents in five levels (A1-A5).

Each involved factual questions namely; gender, age group, education levels, working experience and responsibility hold.

Table 4.1

Background characteristics of respondents.

Characteristics	Category	frequency (f)	Percentage (%)
My gender	Males	105	69.1
	Females	47	30.9
	Total	152	100
My age group	Up to 29 years	38	25
	30-39 years	71	46.7
	40-49 years	27	17.8

	50 and above	16	10.5
	Total	152	100
My education level	Diploma	63	41.4
	Degree	81	53.4
	Master	8	13.2
	PhD	0	0
	Total	152	100
My working experience	Less than 5 years	66	43.4
	5-10 years	66	43.4
	11 and above	20	13.2
	Total	152	100
My responsibility hold	Subject teacher	41	27
	Class teacher	45	29.6
	Head of department	46	30.3
	Others	20	13.1
	Total	152	100

Table 4.1 results show that males (69.1%) were more than females (30.1%). Majority (46.7%) of respondents were under the age group of 30-39 years, followed by those below 30 years (25%), followed by 40-49 years (17.8%) and lastly those with 50 and above years (10.5%). Majority ((53.3%) of the respondents were degree holders, followed by those with diploma (41.4%), followed by (5.3%) with masters and lastly no respondent had PhD (0%). Most respondents had working experience below 9 years (43.4%) followed by those with working experience of 11 and above years (13.2%). Majority of respondents were heads of department (30.3), followed by class teachers (29.6%), subject teachers (27%) and lastly those under the category of others (13.2%).

4.2 Descriptive statistics on Teacher Affective Commitment (TAC)

The study dependent variable TAC was studied as a single construct with 27 items. 15 items adapted from the work of Lukwago (2016), 5 items from the work of Meyer et al. (2002) and 7

items from the work of Mowday et al. (1982). Validity and reliability were tested ($\alpha=0.81>0.70$, $\alpha=0.80>0.70$) respectively. All the items were scaled using the Five-point Likert scale from a minimum of 1 value (for worst) scenario (SD) to a maximum of 5 value (for the best) case scenario (SA). Then the five points were grouped further into two categories namely; agree (for 4 and 5) case scenarios and undecided (for 1, 2 and 3) scenarios (Mugizi et al., 2018).

Table 4.2

Descriptive statistics on Teacher Affective Commitment of respondents

Items	Means	SD	Remarks	Overall mean
I set objectives for assessment	4.21	0.82	Agree	4.00
I prepare scoring guide	4.00	0.87	Agree	
I prepare mark sheets	4.13	0.88	Agree	
I provide feedback on learners assessment	4.19	0.85	Agree	
I carry out remedial work	4.16	0.84	Agree	
I motivate learners	4.26	0.89	Agree	
I provide support to learners with difficulties	4.06	0.88	Agree	
I organize guidance and counseling sessions	3.63	0.92	Agree	
Ii prepare co-curricular venues	3.64	0.24	Agree	
I participate in coaching of participants	3.73	0.13	Agree	
I supervise co-curricular activities	3.92	0.14	Agree	
I manage waste disposals and sanitation	4.00	0.96	Agree	
I maintain safety measures	3.86	0.96	Agree	
I administer first aid	4.04	0.03	Agree	
I conduct assemblies	4.07	0.97	Agree	
I manage conflicts	4.12	0.94	Agree	
I prepare learners' records	4.32	0.98	Agree	

I participant staff meetings	4.29	0.85	Agree	
I praise learner' efforts	4.28	0.80	Agree	
I attend refresher courses	4.38	0.82	Agree	
I network with colleagues	4.39	0.80	Agree	

Table 4.2 findings (mean=4.21, SD=0.87) show that teachers agreed that they set assessment objectives which guide them on achieving learners' competences. The results (mean=4.19, SD=0.88) show that teachers prepare students' progressive sheet after marking learners' assessments given. Teachers (mean=4.16 SD=0.85) agreed that they conduct the remedial lessons to give extra support for learners to improve. Also teachers (mean=4.19, SD=0.84) agreed that they give developmental feedback to learners work done for improvement and encouragement.

Furthermore, the research findings (mean=4.26, SD=0.89) show that teachers in Kaliro district secondary schools motivate learners which stimulates their abilities to learner new skills and Knowledge. Teachers (mean=4.05, SD=0.88) agreed that they offer extra support to learners with learning difficulties. The results reveal that teachers often organize counseling and guidance (mean=3.63, SD=0.92) in which learners are helped to cope up with new situations and solving their daily life challenges.

The results in table 4.2, (mean=3.64, SD=0.24) reveal that teachers moderately prepare sports venues. Teachers often participate in coaching of students and supervising them while training (means=3.73, SD=0.13, 3.92, SD=0.14) respectively. Teachers (mean=4.00, SD=0.95) agreed that promote sanitation by sustaining proper disposal of wastes in a school.

Teachers (mean=3.86, SD=0.94) agreed that they maintain safety of learners at school which reduces security fears at school learners. Teachers (mean=4.04, SD=0.97) agreed that they administer first aid services to learners with health problems. Also findings (mean=4.07, SD=0.97) show that secondary school teachers in the district participate in organizing general assemblies in their schools.

Besides that, the results (mean=4.12, SD=0.94) also found that teachers manager conflicts arise among learners and teachers which builds harmony and unity in the schools. Teachers (mean=4.32, SD=0.98) also agreed that they make learners records of performance for feedback and accountability. Findings (mean=4.29, SD=0.85) found that teachers are active in staff meeting in which managerial decisions are made.

Additionally to the earlier findings, the results (mean=4.28, SD=0.80) also showed that teachers praise learners' efforts not abilities for encouragement. Teachers (mean=4.38, SD=0.82) agreed that the attend refresher courses for skill development and knowledge acquisition by holding seminars and workshops. The results (mean=4.39, SD=0.80) unveiled that teachers in secondary schools network with others through consulting and sharing information at schools. Lastly, the results showed that teachers are affectively committed to their jobs depending on the overall mean (4.00, SD=0.70).

4.3 Descriptive Statistics of School-based Welfare.

Welfare benefits was the independent variable studied into three aspects namely, economic welfare benefits, recreational welfare benefits and facilitative welfare benefits. Each construct was descriptively analyzed independently as follows:

4.3.1 Descriptive statistics on Economic Welfare Benefits (EWB) of respondents. This construct had 10 items all adapted from the work of Naluwemba et al. (2016) and its validity and reliability were tested ($\alpha=0.70$, $\alpha=0.796>0.70$) respectively.

Table 4.3.1

Responses on Economic welfare benefits

Items	Means	SD	Remarks	Overall mean
My allowance is paid on time	3.44	0.27	Undecided	3.34
I am satisfied with my professional	3.86	0.17	Agree	
I am paid for extra hours worked	3.60	0.27	Agree	
I coach my students to improve performance	3.55	0.24	Agree	
My school has leave policy	3.70	0.19	Agree	
My school supports teachers' social events	3.36	0.23	Undecided	
My allowance is competitive to others	2.80	0.17	Undecided	
I am paid for extra duty	2.71	0.06	Undecided	
I get all the fringe benefits offered in school	2.84	0.22	Undecided	
I take my time offs like sick leave	3.08	0.19	Undecided	

Source: primary data (2023).

The results in table 4.3.1, (mean=3.44, SD=0.27) revealed that teachers' allowances were not paid on time. teachers (mean=3.86, SD=0.17) moderately agreed that there satisfied with the profession Also results (mean=3.60, SD=0.27) showed that teachers allowances for extra work were moderately paid

Furthermore, the results (mean=3.55, SD= 0.24) revealed that coach their students to improve on their performance. Teachers (mean=3.70, SD=0.19) agreed that they have leave policies in their schools such as sick leave, maternity leave, study leave, holiday leave among others.

Additionally, the results in table 4.3.1, (mean=3.36, SD=0.23) show that teachers were undecided on social wellbeing of teachers including marriage events, funeral events. Teachers (mean=2.80, SD=0.17) were strongly undecided on the allowance structures because vary from one department to another. Teachers (mean=2.71, SD=0.06) were undecided on the allowances for extra duties performed hence, they are not paid for extra role assigned in the department.

Teachers (mean=2.84, SD=0.22) said that they do not get all the fringe benefits offered by the schools. Lastly, the results(mean=3.08=SD=0.19) unveiled that they often take sick leaves. Therefore, the overall mean (3.34) suggests that the respondents were undecided on Economic Welfare Benefits in their secondary schools in Kaliro district.

4.3.2 Descriptive statistics on Recreational Welfare Benefits of respondents (RWB). This construct was studied using 9 items all adapted from the work of Mkisi (2019). Its validity and reliability were test ($\alpha=0.78>0.70$, $\alpha=0.76>0.70$) respectively.

Table 4.3.2

Responses on Recreational welfare benefits

Items	Means	SD	Remarks	Overall mean
My school has conducive learning environment	3.31	0.29	Undecided	2.46
My school has enough computers	2.32	0.15	Undecided	
Teachers access free internet	2.07	0.22	Undecided	
School library is equipped with reading materials	2.77	0.29	Undecided	
School buys newspapers for teachers regularly	2.47	0.32	Undecided	

My school provides sports attires for teachers	2.06	0.22	Undecided	
My school provides sports equipment	2.17	0.06	Undecided	
My school has special DSTV for teachers	2.25	0.22	Undecided	
My school encourages school galas	2.19	0.19	Undecided	

Table 4.3.2 results (mean= 3.31, SD=0.29) revealed that the school environment of secondary schools in Kaliro district is not conducive to facilitate teaching effectively. Teachers (mean=2.32, SD=0.15) were undecided on schools to have enough computers

In addition to the earlier findings, teachers (mean=2.07, SD=0.22) do not access free internet in schools in the district. Also teachers (mean=2.77, SD=0.29) were undecided on reading materials, therefore, teachers are not provided with reading materials such as newspapers.

Furthermore, teachers (mean=2.06, SD=0.22) are not provided with sports attires in schools to able them to participate actively in sports exercises.

Teacher were undecided on the provision of other sports equipment for teachers. Also teachers (mean=2.25, SD=0.22) said that their schools do not provide DSTV special for teachers' entertainment at school. Finally, teachers (mean=2.19, SD=0.19) were undecided on the school music galas Therefore, overall mean (2.42) imply that recreational welfare benefits is still very poor in secondary schools in Kaliro district, Uganda.

4.3.3 Descriptive statistics on Facilitative Welfare Benefits (FWB). This aspect of welfare was studied using 9 items; 3 items (Nankya, 2011), 4 items (Aksoy et al., 2017) and 2 items adapted from the work of Mugizi et al. (2015). The construct validity and reliability was tested ($\alpha=0.78>0.70$, $\alpha=0.73>0.70$) respectively.

Table 4.3.3

Responses on Facilitative welfare benefits.

Items	Means	SD	Remarks	Overall mean
My school has sick bay	2.08	0.22	Undecided	2.58
The school provides quality meals	3.09	0.19	Undecided	
The school provides comfortable accommodation	2.54	0.17	Undecided	
Teachers with no staff houses are paid allowance	2.26	0.24	Undecided	
My school cares about teachers' safety	2.70	0.30	Undecided	
The school pays medical bills for sick teachers	2.11	0.17	Undecided	
Provision of meals minimizes teacher absenteeism	2.76	0.28	Undecided	
My school provides first aid to teachers	2.66	0.21	Undecided	
I prefer on-school staff accommodation	2.97	0.38	Undecided	

Table 4.3.3 findings showed that teachers (mean= 2.54, SD=0.17) were not provided with sick bay. The results (mean=2.08, SD=0.22) show that schools do not provide accommodation for their teachers to access school premises easily.

Additionally, the results (mean=2.26, SD=0.24) revealed that teachers are not paid housing allowances for renting private houses. Findings (mean=2.70, SD=0.30) showed that teachers were undecided on the staff safety. Also teachers (mean=2.11, SD=0.17) were undecided on the medical bills.

Finally, the study results (mean=2.76, SD=0.28) unveiled that provision of quality meals for teachers do not minimize absenteeism. Respondents (mean=2.66, SD=0.21) were undecided on the teachers first aid provided by the schools. And respondents (mean=2.97, SD=0.38) were also

undecided on the on-school staff accommodation. Therefore, the overall mean (2.58) revealed that facilitative welfare benefits is still very low in secondary schools in Kaliro district, Uganda.

Table 4.4

Correlation Matrix of the Study

Correlations					
TEACHER AFFECTIVE COMMITTEE	Pearson Correlation	1	.	.	.
	Sig. (2-tailed)		.	.	.
	N	152			
ECONOMIC WELFARE BENEFITS	Pearson Correlation	.340**	1	.	.
	Sig. (2-tailed)	.000		.	.
	N	152	152		
RECREATIONAL WELFARE BENEFITS	Pearson Correlation	.152	.362**	1	
	Sig. (2-tailed)	.062	.000		
	N	152	152	152	
FACILITATIVE WELFARE BENEFITS	Pearson Correlation	.021	.130	.196*	1
	Sig. (2-tailed)	.706	.109	.016	
	N	152	152	152	152
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Table 4.4 results indicate that only economic benefits has significant positive association with teacher affective commitment in secondary schools in Kaliro district. On the other hand both recreational and facilitative benefits have no association with teacher affective commitment.

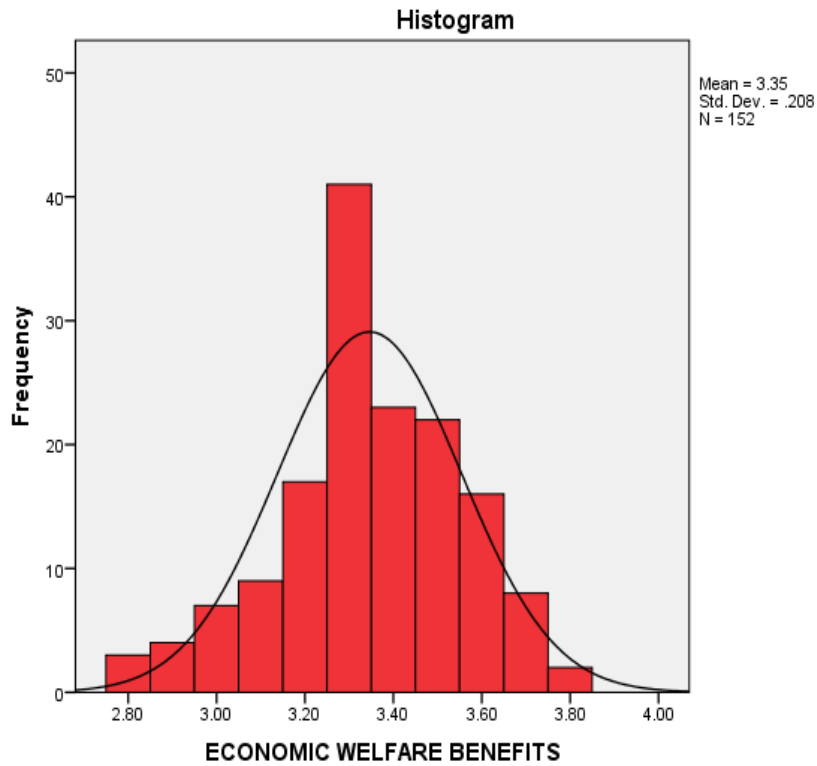
The first objective of the study was to explore the relationship between economic benefits and teacher affective commitment in secondary schools in Kaliro district. The findings showed that economic benefits provided by the schools are significantly positive ($r=0.340$, $p=0.000<0.05$) on affective commitment of teachers. Therefore, the first study null hypothesis that there is no significant relationship between economic benefits and teacher affective commitment (H_{01}) was supported and (H_1) was rejected.

The second study objective was to establish the relationship between recreational benefits and teacher affective commitment in secondary schools in Kaliro district. The results found that there is no significant ($r= 0.152, \rho=0.62>0.05$) relationship between recreational benefits and teacher affective commitment in secondary schools in Kaliro district. Therefore, the second research null hypothesis that, there is no significant relationship between recreational benefits and teacher affective commitment in secondary schools in Kaliro (H_{02}) was rejected and (H_2) was accepted.

Finally, the third study objective was to find out the relationship between facilitative benefits and teacher affective commitment in secondary schools in Kaliro district. The results unveiled that no significant ($r=0.21, \rho=0,800>0.05$) relationship between facilitative benefits and teacher affective commitment of teachers in secondary schools in Kaliro district. Therefore, the third research null hypothesis that there is no significant relationship between facilitative benefits and teacher affective commitment in secondary schools in Kaliro district (H_{03}) was rejected and (H_3) was supported.

Figure 4.1

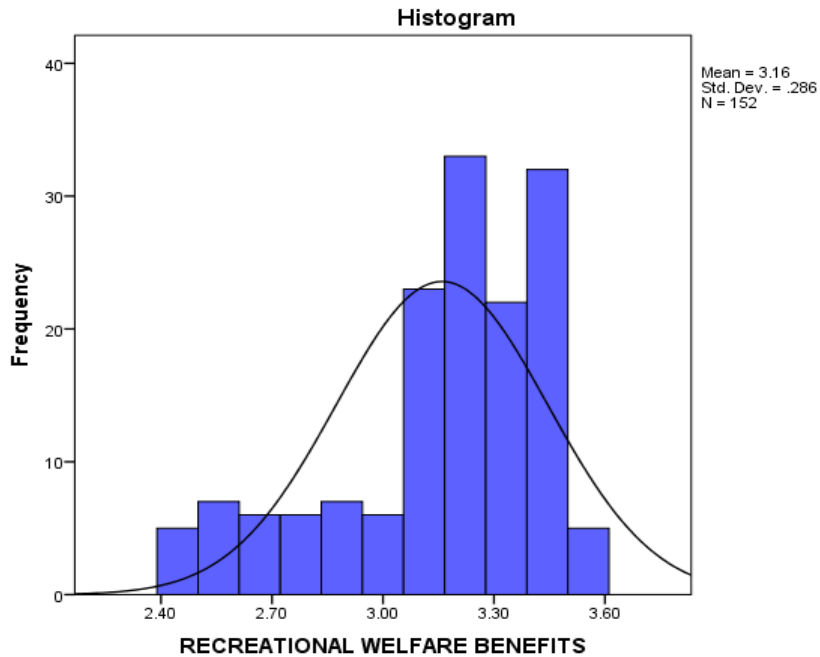
Normality and Linearity test on Economic welfare benefits.



The figure 4.1, finding (mean=3.35) show that the data was robust (good) with no outliers. The results indicate that mean (3.35) is almost similar with the median (3.30) which suggests normality and linearity of data (mean=3.35, S.D= 0.21). Therefore, the data is fit to be subjected to multiple linear regression of prediction.

Figure 4.2

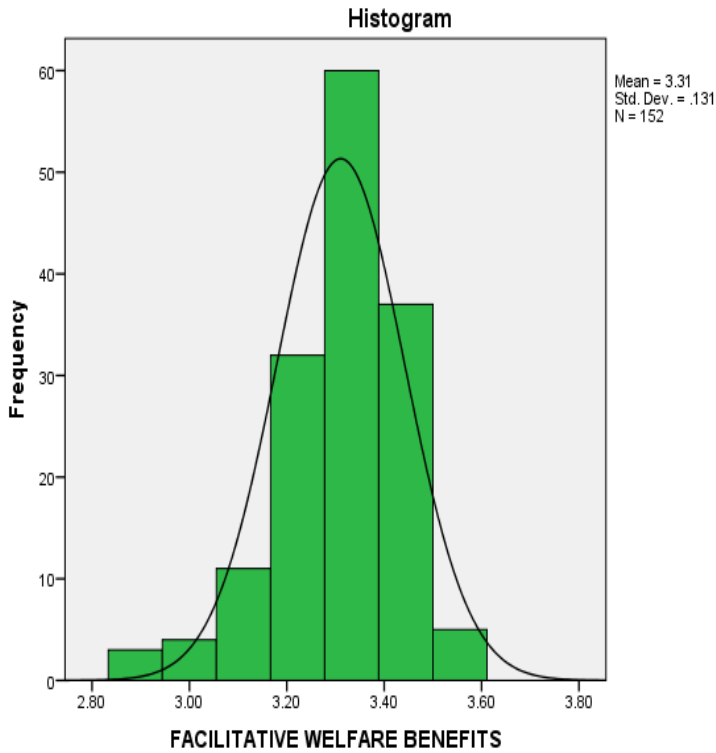
Normality and Linearity test on Recreational welfare benefits.



Results from figure 4.2, (mean=3.16) revealed that the data were good. The mean is close to median (3.22) implies that the data are normal and linear hence, good to be regressed for prediction of study hypotheses (mean=3.16, S.D=0.29).

Figure 4.3

Normality and Linearity test of Facilitative Benefits



Findings in figure 4.3, (mean=3.31) revealed that the data were good. The mean (3.31) is close to median (3.33) indicating normality and linearity of data, therefore, the data are fit to be regressed for prediction of study hypothesis (mean=3.31, S.D=0.13).

Figure 4.4

Normality and linearity test on Teacher Affective Commitment.

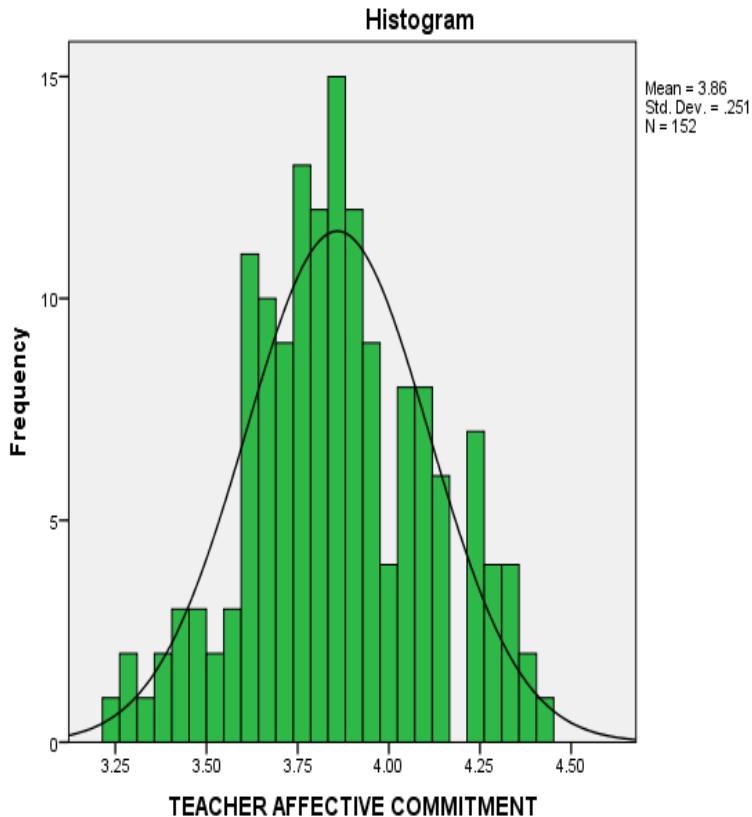


Figure 4.4 findings showed that the data were good (mean=3.86). Both the mean and median are high and almost similar (3.86, 3.86) respectively, indicating normality and linearity of data (mean=3.86, S.D=0.25). Therefore, the data are ready to be regressed for prediction of hypothesis.

4.5 Model for prediction of Teacher affective Commitment (TAC) according school-based welfare.

The model establish whether the aspects of school-based welfare such as; economic benefits, recreational benefits and facilitative benefits determine Teacher Affective Commitment (dependent variable).

TAC was regressed against the three aspects of school--based welfare (independent variable) namely; Economic Welfare Benefits (EWB), Recreational Welfare benefits (RWB) and

Facilitative Welfare Benefits (FWB) that were introduced simultaneously. Multiple regression analysis of aggregated index yielded the following results:

Table 4.5

Model for prediction of Teacher Affective Commitment (TAC) according to School-based welfare.

School-based welfare benefits	Standardized co-efficiency (β)	Sig. (ρ)
Economic welfare benefits (EWB)	0.330	0.000
Recreational welfare benefits (RWB)	0.039	0.645
Facilitative welfare benefits (FWB)	-0.030	0.706
Adjusted $R^2 = 0.099$		
F = 6.549		
Sig. (ρ)=0.05		

Dependent Variable Teacher Affective Commitment (TAC).

Predictors: Economic, Recreational and Facilitative.

The results in table 4.10 revealed that the three school-based welfare benefits explained only 9.9% of the variation in teacher affective commitment (TAC) (adjusted $R^2=0.099$). This meant that the remaining 90.1% of the variation was accounted for other extraneous factors (variables) not considered in this study. The regression model was good and significant ($F=6.549$, $\rho=0.000<0.05$). Only the Economic welfare benefits (EWB) was significant positive antecedent of Teacher Affective Commitment (TAC) ($\beta=0.330$, $\rho=0.000<0.05$). While other studied variables namely; Recreational Welfare benefits ($\beta=0.039$, $\rho=0.645>0.05$) and Facilitative welfare benefits ($\beta=-0.030$, $\rho=0.706>0.05$) were insignificant antecedents of Teacher Affective Commitment (TAC). Therefore, at the confirmatory level of regression, the null hypothesis (H_{01}) was accepted and H_{02} and H_{03} were rejected. However, economic welfare benefits was more significant followed by recreational welfare benefits and then Facilitative welfare benefits that proved to be more

insignificant antecedents of Teacher Affective Commitment of in secondary schools in Kaliro district, Uganda.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presented three sections namely; discussion, conclusions and recommendations for further research. The purpose of this study was to investigate the relationship between school-based welfare and teacher affective commitment in secondary schools in Kaliro district where teachers' affective commitment was identified to be low in terms of dedication, loyalty, belongingness, passion and willingness to take extra duties.

School-based welfare was studied in terms of economic benefits, recreational benefits and facilitative benefits. Therefore, it was seen to be useful to examine this topic using the following study objectives; (1) To examine the relationship between economic benefits and teacher affective commitment, (2) To find out the relationship between recreational benefits and teacher affective commitment, (3) To establish the relationship between facilitative benefits and teacher affective commitment. The findings of this study were discussed throughout this chapter according to study objectives and hypotheses derived from study objectives.

5.1 Discussions

The study based on three specific research objectives from which the following research null hypotheses were derived:

5.1.1 To examine the relationship between economic benefits and teacher affective commitment.

The first study objective was to explore the relationship between economic benefits and teacher affective commitment in secondary schools in Kaliro district. The study results revealed that, there

is strong significant ($r=0.340$, $\beta=0.447$, $\rho=0.000>0.05$) relationship between economic benefits provided by the school and teacher affective commitment.

The first hypothesis (H_{01}) economic benefits is not a determinant of teacher affective commitment was rejected. This finding similarly concurred with the studies by earlier researchers such as Abdullah & Wan (2013), Park and Stuman (2016), Wasui and Adebajo (2014) and Zikanga et al. (2021), which revealed that low incentives in an organization reduce workers affective commitment and raise attrition, absenteeism lateness and turnover in workers. Naluwemba et al. (2016) agreed that monetary and non-monetary benefits raise individual and team buildup behaviors in achieving organizational goals. Additionally the results of this study correspond with that of Awan and Asghar (2014) which showed significant positive correlation on employee allowance and productivity of workers in Pakistan as result of allowance on rent, leaves and transport.

As explained by statistical coefficient value (44.7%) of teacher affective commitment contributed by economic benefits according to perception of teachers in secondary schools and the rest (55.3%) of the variation was contributed by other determinants. This implies that economic benefits provided by the schools are not the solely factors that make teachers committed to their work in schools.

Besides that, the findings are in agreement with Armstrong (2001) cited in Nimurungi (2014), affirmed that financial incentives in terms of cash payments, have upper hand in enhancing teacher

affective commitment at workplaces since teachers could afford to cater for their basic requirements of life.

However, the study findings unveiled that in secondary schools in Kaliro district, there delays in paying teacher allowance which affects their level of commitment. This was in contradiction with the study recommendations by Nakacwa (2005) who argued that provision of prompt and stable salaries and allowances for teachers, increase their affective commitment and improve on job performance in a school.

Furthermore, the results found that teachers are paid allowances that are inadequate and do not tally with their colleagues yet they all have the same qualifications. This created large variation in teacher emotional and morale attachment to the school as a community. This was supported by Adebajo (2014) and Zikanga (2021) who noted that, low financial remuneration in schools reduce teacher affective commitment and raise attritions, absenteeism, work stress and turnover behaviors in an individual. Schools should have fair payment schedules based on teacher competence and skill acquisition (Armstrong, 2009).

Nevertheless, the study findings showed that, no allowances paid for extra hours worked by teachers. This reduced teacher affective commitment and caused low social status of employees in schools (Kamuhanda, 1976) cited in Nimurungi (2014). Therefore, teachers will continue to be committed if their school administrators support their needs Naluwemba et al. (2016). In conclusion, the results indicated that economic welfare benefits is a major antecedent of teacher affective commitment in the context of secondary schools in Uganda.

5.1.2 To establish the relationship between recreational benefits and teacher affective commitment.

The second study objective was to establish the relationship between recreational benefits and teacher affective commitment in secondary schools in Kaliro district. The findings of the study revealed that there is no significant ($r=0.15$, $\beta=0.062$, $\rho=0.645>0.05$) relationship between recreational benefits offered by the schools are teacher affective commitment secondary schools in Kaliro district.

The second hypothesis (H_{02}) was not supported to the effect that recreational welfare benefits is not a determinant of teacher affective commitment. This finding did not correspond with the study results by other researchers such as Mbaabu (2013) that revealed that Workplace recreational activities like physical fitness programs is an antecedent of work quality, job performance, productivity and affective commitment of employee's in an organization. The study by Aksoy et al. (2017) results showed a higher positive correlation on workers who participate in recreational activities such as sports, entertainment, reading resources than those who do not. Gi-Gurvitch (2020) study findings about Wellness and employee job performance in Georgia State, USA, revealed that sports activity programs are effective in raising workers friendship and also control the rate of work stress by enhancing their motivation towards work $F(1,30)=5.16$, $\rho=0.031$, $n=0.147$).

Furthermore, the findings of this study was not in agreement with the study findings by Western Australia Government (2013) which indicated that recreational programs based on the social aspects found to be significant with the affective commitment of workers in an organization

through improving on their health status that is essential for raising effectiveness and efficiency of workers in workers during task accomplishment. This implies that if teachers in secondary schools are not engaged in sports exercises, they tend to develop health complications and diseases that definitely lowers levels of teacher commitment due to extra costs incurred and pain experiences.

As regards to the study findings by Ackland (2014) and Aldana (2005) argued that recreational benefits had positive association in improving on workers' attendance by reducing on the rate of absenteeism and stress that lowers worker level of commitment. In addition, the results of this study found that secondary schools in Kaliro district do not facilitate entertainment activities for teachers which contradicts with the study results by Farmer and Seers (2004) and Shujat (2014) who indicated that entertainment activities bring positive change in teacher affective commitment and also increases teacher job satisfactions.

Additionally, the study by Varatharaj and Vasantha (2012) in China discovered that teachers who participate in recreational and entertainment activities had lower stress levels and higher emotional intelligence that raised better work life balance and job satisfactions. The study continued to confirm that recreational and entertainment activities increase affective commitment of teachers by reducing on worker stress (Farmer & Seers, 2012).

Nevertheless, the results of this study is not in agreement with the findings by Nurit and Sherman (1996) who indicated that computers are not seen as extra-curricular activity but an integral aspect in the curriculum which raises commitment in employees while exploring the new skills and experiences. This implied that if secondary school teachers in Kaliro district provide enough

computers, free internet and set appropriate management conditions, computers might increase the affective commitment of teachers to perform their duties.

In addition to earlier findings discussed, the researcher also found that, school libraries were not equipped with sufficient reading materials for teachers which does not concur with the study results of Dorthy et al. (2001) which indicated that school libraries have positive impact on teacher commitment. This means that secondary schools with well-equipped libraries have teachers who are committed and effective at service delivery.

Also, the results of this study do not correspond with the study by Mkisi (2019) the study findings on Workplace recreational facilities and workers commitment on job performance in Police College, Tanzania, indicated that sports and entertainment raise commitment of employees in that happy worker is more committed and productive. While study by Lacanienta (2016) revealed that institutional recreation programs attract best workers and encourage them to work for extra hours and reduce on the rate of turnover. Therefore, basing on the results of this study, it did not coincide with studies of earlier scholars discussed above, implying that recreational welfare benefits is no longer an antecedent of teacher affected commitment in the context of secondary schools in Uganda.

5.1.3 To find out the relationship between facilitative benefits and teacher affective commitment.

The third study objective was to find out the relationship between facilitative benefits and teacher affective commitment in secondary schools in Kaliro district. The study results discovered that there is insignificant ($r=0.21$, $\beta=0.049$, $\rho=0.706>0.05$) relationship between facilitative benefits

and teacher affective commitment in secondary schools in Kaliro district. The third hypothesis (H₀₃) to the effect that facilitative welfare benefits is not an antecedent of teacher affect commitment (TAC) was rejected.

This study result did not correspond with the studies by earlier scholars such as Aleem and Khan (2015) indicated that health services like medical care are determinants of workers mental and physical health which have an effect on their job performance. Akinmdadun and Oluwoye (2007) their study results revealed that meals have significant positive correlation on worker commitment because food is ranked as the most essential human need. Study by Nankya (2011) indicated that provision of quality breakfast, lunch and evening tea for workers do not only raise physical health but also help them to have more time to attend to their students and lesson preparations.

In addition to earlier scholars discussed, this study findings found that teachers are not paid for medical bills if they fall sick which has affected greatly their social status (Nimurungi, 2014). In regard to this finding, Armstrong suggested that medical bills should be paid to teachers by their school managers in terms of sick pay, insurance to increase the affective commitment of their employees.

Also findings revealed that teachers' safety in Kaliro secondary schools was not good that created several negative consequences such as security fears, worries and threats. This was in agreement with the research results by Mugizi et al. (2015); Ma et al. (2016) and Armstrong (2001) who argued that lack of good safety at workplaces leads to security fears hence, reducing their levels of commitment in job performance.

Nevertheless, Aksoy et al. (2017), Banneell and Akeamong (2007) their study results showed work distance travels and housing have an impact on worker morale and motivation while Mugizi et al. (2015) and Ma et al. (2016) their study findings revealed that security fears leads to several negative consequences to organizational workers such as dissatisfaction and high turnover due to lose of faith in institutional dependability. Therefore, facilitative welfare benefits may not be a major factor of teacher affective commitment in the context of secondary schools in Uganda.

Furthermore, the results identified that, schools in Kaliro experience inadequate staff quarters for teachers to access easily the school premises. Those without on-school houses are not paid housing allowances for renting private rooms near schools. This was in contradiction with the findings of Bannell and Akeamong (2007) and Aksoy et al. (2017) who stressed that high costs of transport contribute to teachers' absenteeism and lateness in schools, hence reducing their affective commitment morale behaviors of an individual.

However, these findings of this study are enough to prove that facilitative benefits such as meals, housing, medical care and staff safety are not sufficient to raise the teacher affective commitment in secondary schools in Kaliro district. School facilitative benefits in these schools are not provided to the satisfaction of teachers, hence are inadequate and of poor quality. In addition to the easier discussions, the study by Okere (2009) and Mclead (2023) stated that human needs are not independent because every need is related to satisfaction or dissatisfaction of another need. This implies that if a teacher is more or less satisfied the lower needs (such as; meals, housing, medical care and safety) will go away and become silent need. Therefore, the teacher will yearn for the next set of needs for satisfaction (Egbo & Okeke, 2009).

Consequently, the facilitative benefits provided by secondary schools in Kaliro district are no longer satisfying the teachers' needs that have lowered their affective commitment in work performance and reduced school outcome in general. So, if school managers improve on the facilitative benefits provided for their teachers, definitely the teacher affective commitment might raise.

5.2 Limitation of the Study

Though the work of this study has elegant contributions, it has two main limitations to be put in consideration in future research.

First limitation is small number of participants selected from only one rural district out of 147 estimated districts in the Uganda. This must have reduced on the representativeness of samples used in this study. Therefore, future research should increase on the sample size of respondents and involve more districts in urban areas for appropriate generalization of result.

The second limitation is using single approach technique. This study was purely quantitative and adopted a cross-sectional design that enabled the researcher to collect data at a given point of time using self-administered questionnaires that might have created bias in data collection during self-reporting technique and this might have increased correlation coefficients in data analysis.. Therefore, future research could employ in mixed research approach or longitudinal approach to generate in-depth data.

5.3 Conclusions

The study examined the relationship between School-based welfare and teacher affective commitment in secondary schools in Kaliro district, Uganda. The respondents were predominately males with degrees under the age group of 30-39 years whose working experience was less than 11 years. This study concluded that economic welfare benefits is still a significant positive probable prerequisite for teacher affective commitment in secondary schools in Uganda.

Furthermore, recreational welfare benefits and facilitative welfare benefits are insignificant antecedents of teacher affective commitment in secondary schools in Uganda. Further research should be conducted about the impact of recreational and facilitative benefits on teacher affective commitment using different geographical are to discover the truth. Therefore, the study concluded that economic welfare benefits is a fundamental determinant of teacher affective commitment in the context of secondary schools in Kaliro and Uganda in general. However, school-based welfare benefits are still low in secondary schools in Uganda according to the study results.

5.4 Recommendations

Basing on the findings of this study, the following recommendations were made:

1. Education policy makers and managers of secondary schools in Uganda should increase affective commitment of their teachers through provision of adequate and prompt economic welfare benefits in cash form such as transport allowance, sick pay, accommodation allowance and extra roles allowances which enable teachers to access their basic needs like clothes, quality food and medical care and rent comfortable accommodations.
2. School managers and education policy makers should reevaluate and enhance recreational benefits and facilitative welfare benefits to create a supportive work environment, regular

assessment of welfare programs and collaboration with teachers would also contribute to improving teacher affective commitment in secondary schools in Uganda.

5.5 Contributions of the Study

The study findings found that there is significant positive relationship between economic benefits provided by the schools and teacher affective commitment. Additionally, the study discovered that facilitative benefits and recreational benefits provision is insufficient in all secondary schools that lowered affective commitment and job dissatisfactions of teachers in secondary schools. These results are original and contribute to the literature on the impact of school-based welfare on teacher affective commitment through highlighting key issues that can inform policy makers and practitioners of schools on how to increase teacher affective commitment.

5.6 Areas for further research

Since this study collected data samples from one rural district, it would be useful for further research to involve several secondary schools from different urban districts in Uganda, to explore the association between school-based non-monetary benefits and teacher affective commitments in different geographical area, education levels, or gender.

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APPENDICES

Appendix A: Questionnaire for Secondary school Teachers

Dear, Respondent

I'm Peter Wanzala a student of Kyambogo University, pursuing Master of education in Policy, Planning and Management Degree. Currently undertaking a research study entitled "School-based welfare and teacher affective commitment in secondary schools in Kaliro District, Uganda." Your information required will be used for only academic purposes and your participation is voluntary and confidential.

I hereby therefore, request you to participant in this study without your volition.

Section A: Background characteristics

Tick in the appropriate position provided

1 My Gender

Male	Female

2 My age group

Up to 29 years	30-39 years	40-49 years	50 years and above

3 My Highest Level of Education Obtained

Diploma	Degree	Master Degree	PhD

4 I have worked in this School

Less than 5 years	5-10 years	11 years and above

5 The Responsibility I hold in this school

Subject Teacher	Class Teacher	Head of Department	Others

Section B: School-Based Welfare (IV)

This section presents items on the school-based welfare. The section is sub-divided into three sections including economic benefits, recreational benefits and facilitative benefits. You are kindly requested to indicate your opinion using the scale where; **1= Strongly Disagree**, **2= Disagree**, **3= Moderately Agree**, **4= Agree** and **5= Strongly Agree**.

Code	School-Based Welfare (SBW)	SD	D	NS	A	SA
SBW1	Economic Benefits	1	2	3	4	5
SBW1.1	My allowance is paid on time					
SBW1.2	I am satisfied with my profession					
SBW1.3	I am paid for extra hours worked for					
SBW1.4	I coach my students to improve on their performance					
SBW1.5	My school has leave policy					
SBW1.6	My school support teachers' social events e.g. death, marriage					
SBW1.7	I am paid for extra duty e.g. head of department, class teacher					
SBW1.8	My allowance is competitive with teachers					
SBW1.9	I get all the fringe benefits offered by the school					
SBW1.10	I take my time offs like sick leave,					
SBW2	Recreational Benefits					
SBW2.1	My school has conducive reading environment					
SBW2.2	My school has enough computers for teachers					
SBW2.3	Teachers in this school access free internet					
SBW2.4	The school library is equip with reading materials for teachers					
SBW2.5	The school regularly buys newspapers for teachers to read					
SBW2.6	My school provides sports attires for teachers					
SBW2.7	The school provides sports equip like attires to teachers					

SBW2.8	My school has special DSTV for teachers' entertainment					
SBW2.9	My school always encourages internal music gala					
SBW3	Facilitative Benefits					
SBW3.1	My school has a sick bay for teachers					
SBW3.2	The school provides quality meals to teacher e.g. breakfast, etc.					
SBW3.3	This school provides comfortable accommodation to teachers					
SBW3.4	Teachers with no staff houses are paid housing allowance					
SBW3.5	My school cares about teachers' safety					
SBW3.6	The school pays medical bills for sick teachers					
SBW3.7	Provision of meals minimizes teacher absenteeism					
SBW3.8	My school provides First aid to teachers					
SBW.9	I prefer on-school staff accommodation					

Section C: Teacher affective Commitment (DV)

This section presents items on the affective commitment of teachers. You are kindly requested to indicate the extent to which you exhibit the affective commitment at work place using the scale where; **1= Strongly Disagree**, **2= Disagree**, **3= Moderately Agree**, **4= Agree** and **5= Strongly Agree**.

Code	Teacher affective Commitment (TAC)	SD	D	NS	A	SA
	Statement	1	2	3	4	5
TAC1	I set objectives for assessment					
TAC2	I prepare scoring guide					
TAC3	I prepare mark sheets					
TAC4	I provide feedback on learners' assessment					
TAC5	I carry out remedial work					
TAC6	I motivate learners					
TAC7	I provide support to learners with individual differences					
TAC8	I organize guidance and counselling sessions for learners					
TAC9	I prepare co-curricular venues					

TAC10	I participate in coaching of participants					
TAC11	I supervise co-curricular activities					
TAC12	I manage waste disposals and sanitation					
TAC13	I maintain safety measures					
TAC14	I administer first aid					
TAC15	I conduct assemblies in a school					
TAC16	I manage conflicts					
TAC17	I prepare learners' records					
TAC18	I participate in staff meetings					
TAC19	I praise learners' efforts					
TAC20	I attend refresher courses					
TAC21	I network with colleagues					

.....*Thank you in advance*.....

Appendix B: Informed Consent Form

Dear Respondent

I'm Peter Wanzala a student of Kyambogo University, pursuing Master education in Policy, Planning and Management Degree. Currently undertaking a research study entitled "School-based welfare and teacher affective commitment in secondary schools in Kaliro District, Uganda." Your information required will be used for only academic purposes and your participation is voluntary. Refusal to participate or withdraw of your consent or discontinued participation in this study will not result in any penalty or loss of benefits. The results of this study will be presented anonymously, without your identity being disclosed. Therefore, I request you to participate in this study for the success.

Respondent's Consent;

I agree to participate in this study

.....

Date.....

Appendix C:

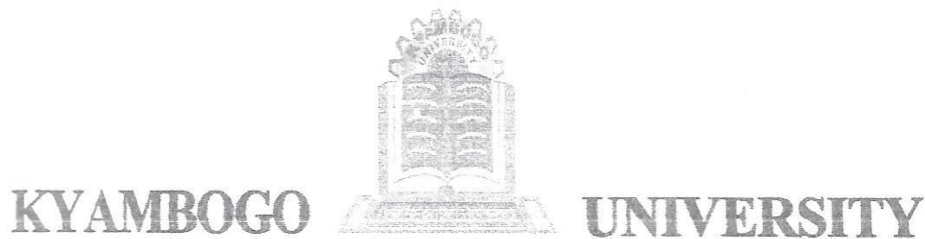
Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
6	6	300	225	1000	491
10	9	315	230	1100	497

15	14	330	235	1200	402
20	19	345	252	1300	506
25	23	360	257	1400	510
30	28	375	259	1500	513
35	33	390	262	1600	517
40	38	400	265	1700	520
45	43	420	269	1800	522
50	48	450	275	1900	527
60	58	500	281	2000	531
70	68	550	286	2500	535
80	78	600	291	3000	538
90	88	650	296	3500	541
100	98	700	301	4000	546
110	110	750	305	4500	551
120	115	800	310	5000	554
130	120	850	314	5500	557
140	125	900	317	6000	561
150	130	950	326	6500	564
160	135	600	334	7000	567
170	140	650	342	7500	568
180	150	700	348	8000	570
190	160	750	354	8500	575
200	180	800	360	9000	577
220	188	850	365	9500	579
240	205	900	369	10000	580
260	210	950	374	20000	581
280	220	1000	378	30000	582

Note: N is Population & S is Sample Size

Source: *Adopted and modified from Krejcie & Morgan (1970)*



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SCHOOL OF EDUCATION

Department of Educational Planning and Management

Date: 31st May 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: WANZALA PETER- 21/U/GMED/14685/PE

This is to attest that Wanzala Peter- 21/U/GMED/14685/PE is a student of the Department of Educational Planning and Management, School of Education, Kyambogo University. He is carrying out research as one of the requirements for the award of the Master of Education in Policy Planning and Management. Accordingly, He needs data and any other information on the topic titled:

“School-based welfare and teacher affective commitment in secondary schools in Kaliro District, Uganda”

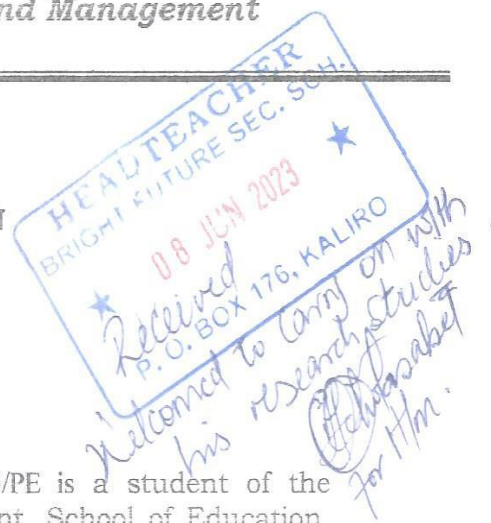
Any assistance accorded to him is highly appreciated. He is strictly under instructions to use the data and any other information gathered for research purposes only.

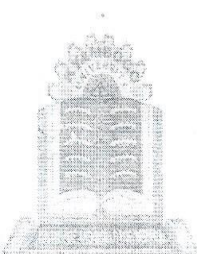
Thank you.

George Wilson Kasule

Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT





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Thank you.

Assoc. Prof. George Wilson Kasule

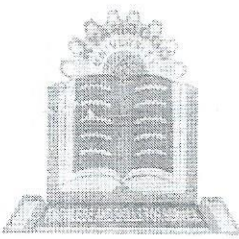
HEAD OF DEPARTMENT

HEADTEACHER
KALIRO COLLEGE SEC. SCHOOL
P. O. BOX 112, KALIRO.

DATE: 12th / 06 / 2023

Received and allowed to
Collect data





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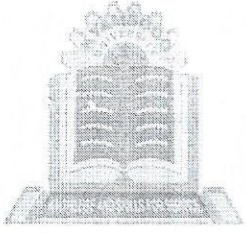
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Thank you.

Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT

*Allowed to conduct and
his collect data from
staff*
*only signed 08-06-23
H.M.Admin
Nanyugongo Seed s.s.*



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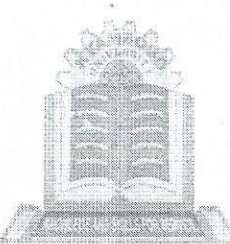
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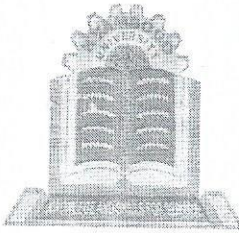
Any assistance accorded to him is highly appreciated. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Assoc. Prof. George Wilson Kasule

HEAD OF DEPARTMENT

DEPUTY HEADMASTER
KALIRO HIGH SCHOOL
P.O. BOX 88, KALIRO (U)
7/06/2023
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to collect data
from staff.



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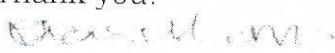
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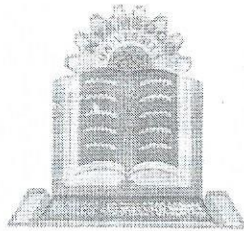
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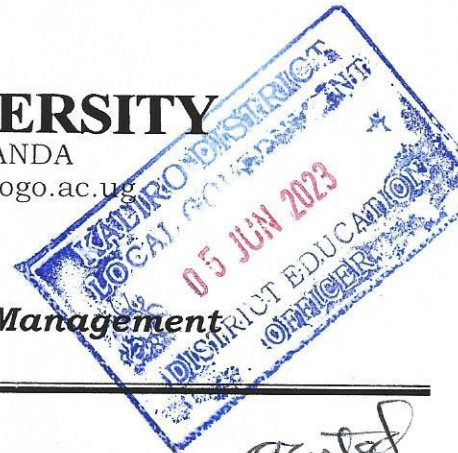


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Thank you.

Assoc. Prof. George Wilson Kasule

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Permission granted
[Signature]
Deo Kalim.